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Thesis  
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four units in English literature for children in their eighth  
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Thesis

FOUR UNITS IN ENGLISH LITERATURE  
FOR CHILDREN IN THEIR EIGHTH SCHOOL YEAR

Submitted by

Ethel Mary Park

( B.S. in Ed., Boston University, 1931 )

In partial fulfillment of requirements for  
the degree of Master of Education

1938

First Reader: Roy O. Billett, Professor of Education  
Second Reader: Jesse B. Davis, Professor of Education  
Third Reader: Wilbur I. Gooch, Associate Professor  
of Education

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

THE EFFECT OF THE

TEACHER'S PERSONALITY ON THE

Gift of E. M. Park  
School of Education  
June 27, 1938  
17046

Gift of E. M. Park

(A. B. in Ed., Boston University, 1931)

In partial fulfillment of requirements for  
the degree of Master of Education

1938

First Reader: Mr. C. E. Bailey, Professor of Education  
Second Reader: James A. Davis, Professor of Education  
Third Reader: Walter I. Booth, Associate Professor  
of Education

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## CHAPTER I

### ORIGINS AND PURPOSES OF UNIT PLANNING

#### Evolution of the Unit Method

Evolution of secondary education.-- Studies published in the last fifteen years have demonstrated clearly that the increase in the secondary school population has been accompanied by corresponding increases in the range of differences in individual abilities, interests, aims, and aptitudes already existing among secondary school pupils.

Educational writers have long urged the recognition of these differences in the schools. The problem has at times seemed so urgent that it is now recognized as one of the most important in education.

## CHAPTER I

The modern school is faced with the problem of meeting the needs of individual pupils. The school is now required to provide individual attention and to recognize the development of experimental curricula. This is the aim of the modern school.

Evolution of the unit method.-- For many years the unit method has been attempting to meet the needs of individual pupils. The unit method is a method of teaching which is based on the study of a single unit of knowledge.

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Earlier attempts to solve the problem.-- For many years progressive schools have been attempting to meet the 1/ Leonard V. Koos, The Junior High School. Ginn and Company. Boston, 1927, p.36-51.

2/ Koos and Kefauver, Guidance in Secondary Schools. The Macmillan Company, 1932, p. 1-6.

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problem through reorganization of program and procedure. During this period of reorganization many old practices have evolved into seemingly new procedures, and new methods and devices have appeared. Among these, the well known Morrison Plan, Dalton Plan, Winnetka Technique, Miller Plan, Project Method, and Problem Method are in current use, and have attracted wide interest among educators. 1/

Flexibility, an important consideration.-- Although these plans are operated with marked success in certain situations, they are individually difficult to administer in many school systems, where wide deviations from established procedures are not favored. In many localities such innovations as informal seating arrangements, flexible class schedules, organization of school into "houses", class-rooms into laboratories, even homogeneous grouping, are impractical or impossible.

A plan, to be widely useful, must be flexible, adaptable to use either wholly or in part. If important values of the plan are capable of retention in the more conventional class-room situations, the broader becomes its field of application and resultant influence on education.

It is now believed that the basic technique for such a

1/ Billett, Roy O., Provisions for Individual Differences, Marking and Promotion, Monograph No. 13, National Survey of Secondary Education. Superintendent of Documents, Washington, D.C. The practices of secondary schools following these plans are surveyed in Part II, p.227-392.

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widely useful plan of teaching has been developed and underlies all of the earlier mentioned modern plans, which, although they digress from each other at various stages of their procedure, at other points resort to similar if not identical practice.

Essential identity of plans in use.-- A study <sup>1/</sup> made during the recent National Survey of Secondary Education brought out clearly the essential identity of the various better-known plans in current use. It was shown that, in final analysis, the class-room procedures of each plan can be resolved into four steps, namely: (1) Introduction; (2) Individual-work or laboratory period; (3) Period of class discussion; and (4) Testing period.

This underlying similarity of procedure constitutes the basis of a technique in teaching which may be adapted to the peculiar needs of innumerable situations, at the same time providing satisfactorily for a wide range of interests, abilities, and needs among pupils.

It is with a belief in the wide usefulness and adaptability of this method, and of its special value to teachers who desire to improve teaching techniques in situations where radical changes are undesirable, that the writer presents the four units in English contained in this thesis.

<sup>1/</sup> Roy O. Billett, loc. cit.

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V. Roy W. Whitely, Inc. Ed.

that the form which the summary assumes will vary with the individual pupil. The Teaching Cycle

The four-step plan.-- The teaching-cycle for which the units in this thesis were designed is the four-step procedure <sup>1/</sup> mentioned above, which was found to be essential to the better known plans in current use. As this type of teaching is not yet in wide usage, the purposes and proceedings of each step will be briefly discussed.

Introductory period.-- During the period of introduction to the unit, the teacher aims to arouse the pupil's interest in what appeals to him as a worth-while problem. The period often becomes one of informal class discussion, guided by the teacher. It may be initiated by vocabulary or other pre-tests.

Laboratory period.-- Pupils are now expected to work at their problems individually or in small groups, the amount of teacher supervision varying with the abilities and needs of the pupils. Conferences between the teacher and individuals or groups may be frequent; occasionally the entire class may be called into conference. At the close of this phase of the work, which may require a number of days, each pupil is expected to summarize the knowledge he has gained during his experiences with the unit. It is to be expected, due to individual differences,

<sup>1/</sup> There is at present no publication dealing adequately with the techniques and underlying theory of this type of unit planning. A volume by Dr. Roy O. Billett, dealing with this subject, is now in preparation.

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that the form which the summary assumes will vary with the individual pupil.

Period of class discussion.-- This period is given over to exhibits, reports, dramatizations or other forms of artistic expression, by individuals or groups of pupils. The effectiveness of the period, as well as the amount of time required, will depend largely on the interest shown and work accomplished by pupils in their optional activities.

Testing period.-- The work of the unit assignment having been completed, a period of testing concludes the unit. Tests may be of the objective, essay, or oral type, and used separately or to supplement each other.<sup>1/</sup> If time permits the use of the latter method a more reliable measure of the pupil's accomplishment will be secured.

1/ G. M. Ruch, The Objective or New-Type Examination.  
Scott, Foresman and Company, New York, 1929.

P. 19, "Oral questioning is more logically a part of initial instruction than of final measurement.... It is primarily instructional; its value for measurement is more subordinate."

P. 21, "This weakness in the common essay-type examination is subjectivity of marking. It was as a relief from this admitted weakness that the standard test and objective examination were introduced."

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The results of the testing period are by no means to be considered the only measure of the pupil's progress. <sup>1/</sup> His attitude throughout the work of the assignment, his later behavior, the results of pupil-teacher conferences during the organization of the work, the summary, and the products of optional activities, afford a fairly complete record of the pupil's progress and achievement.

### Building Units and Assignments

The unit.-- The concepts, attitudes, knowledges, or skills, which the teacher believes the pupil should derive from his guided experiences with the selected materials and activities, comprise the unit. These are stated in declarative form, as nearly as possible in language the pupil is expected to use. The unit is not synonymous with subject-matter, nor does it aim to treat a subject with exhaustive thoroughness. The appended delimitation analyses the unit into items, showing clearly how far each unit is to be explored. The unit and its delimitation are then analysed in the light of accepted criteria for building a unit, and when satisfactory, placed in the teacher's note-book. They do not appear on the pupil's guide sheet. Such incidental learning-products as the pupil may reasonably be expected to acquire from his experiences may be listed separately.

The unit assignment.-- The activities and experiences

<sup>1/</sup> Roy O. Billett, op. cit. p. 347.

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The unit assignment.--The activities and experiences

in which the pupils are to participate, in order to acquire the attitudes and concepts outlined in the unit, are thought of as the unit assignment. These are expressed in as challenging form as possible, in order to excite interest and induce in the pupil a problem-solving attitude. In order to save repetition of directions, parts of the unit assignment are usually placed on a guide sheet which is given to each pupil for use during his individual work period.

### Building the Units in This Thesis

The problem of this thesis.-- The writer has attempted in this thesis to present the application of certain basic principles to the organization of English. The work, which was undertaken as a service problem, consisted in the construction of a series of units and unit assignments in English literature for children in their eighth school year. The units are believed by the writer to be acceptable when measured against the criteria reproduced below.

### Criteria.-- 1/

Concerning the unit

I. Does the unit represent a definite and valid teacher's goal ?

A. Is the unit a definite statement of a desirable learning-product to be acquired by the pupil ?

B. Does the unit represent an advance to be made in the pupil's potentiality for behavior distinctly recognizable by present methods with reasonable objectivity?

1/ See footnote, p.8.

in which the pupils are to participate, in order to acquire the attitudes and concepts outlined in the unit, are thought of as the unit assignment. These are expressed in as challenging form as possible, in order to excite interest and induce in the pupil a problem-solving attitude. In order to have repetition of directions, parts of the unit assignment are usually placed on a guide sheet which is given to each pupil for use during his individual work period.

#### Building the Units in This Thesis

The problem of this thesis.-- The writer has attempted

in this thesis to present the application of certain basic principles to the organization of English. The work, which was undertaken as a service problem, consisted in the construction of a series of units and unit assignments in English literature for children in their eighth school year. The units are believed by the writer to be acceptable when measured against the criteria reproduced below.

#### Criteria.-- I \

Concerning the unit

I. Does the unit represent a definite and valid

teacher's goal?

A. Is the unit a definite statement of a desirable learning-product to be acquired by the pupil?

B. Does the unit represent an advance to be made in the pupil's potentiality for behavior objectively recognizable by present methods with reasonable objectivity?

I \ See footnote, p. 8.

C. Does the unit represent an advance in the pupil's potentiality for behavior which, from the standpoint of the pupil's probable rate of growth, is

1. Neither so slight as to be trivial ?
2. So great as to lead to vagueness or uncertainty?

D. Is the unit effectively related to the pupil's present rate of mental growth and experience?

1. Is the unit stated in terms of the vocabulary which pupils may be expected to possess on completing the advance made by the unit?

2. Does the unit grow naturally out of the preceding unit of the course and lead naturally to the next?

3. Is it part of a sequence of units which makes integration and reintegration of pupil experience possible as the course proceeds?

4. Is the unit related to the work which the pupil is doing in other subjects?

E. Is the unit worth the time and money to be spent in acquiring it?

1. Has it important possible applications to the life situations which the pupil is meeting or will probably meet later?

2. Will the values accruing to the individual and to others make the efforts necessary for acquisition a good investment?

II. Is the unit planned to make possible, adaptations for different abilities, interests, and needs of the pupil?

A. Is it analysed into lesser learning products on each of which the major learning product partly depends?

B. Does the analysis indicate which lesser learning products are:

1. To be acquired by all ?
2. To be optional on the basis of
  - (1) Abilities? (2) Interests?
  - (3) Aims? (4) Needs?

1/ Roy O. Billett, "The Investigation of Provisions for Individual Differences", Bulletin No. 56, Department of Secondary School Principals of the National Education Association, p.21-29.

A. Does the unit assignment involve, wherever desirable, the use of previously mastered units ?

B. Does the unit assignment lead up to the next assignment ?

IV. Does the unit assignment provide for individual differences in abilities, interests, aims, and needs ?

5. Does the unit represent an advance in the pupil's potentiality for behavior which, from the standpoint of the pupil's probable rate of growth, is
1. Neither so slight as to be trivial?
  2. So great as to lead to vagueness or uncertainty?

6.

7. Is the unit effectively related to the pupil's present rate of mental growth and experience?
1. Is the unit stated in terms of the vocabulary which pupils may be expected to possess on completing the advance made by the unit?
  2. Does the unit grow naturally out of the preceding unit of the course and lead naturally to the next?
  3. Is it part of a sequence of units which makes integration and reintegration of pupil experience possible as the course proceeds?

4. Is the unit related to the work which the pupil is doing in other subjects?
5. Is the unit worth the time and money to be spent in acquiring it?
6. Has it important possible applications to the life situations which the pupil is meeting or will probably meet later?

7. Will the values according to the individual and to others make the efforts necessary for acquisition a good investment?
8. Is the unit planned to make possible, adaptations for different abilities, interests, and needs of the pupil?
9. Is it analyzed into lesser learning products on each of which the major learning product partly depends?
10. Does the analysis indicate which lesser learning products are:

1. To be acquired by all?
2. To be optional on the basis of
  - (1) Ability? (2) Interest?
  - (3) Aim? (4) Need?

IV Roy O. Billiet, "The Investigation of Provisions for Individual Differences", Bulletin No. 55, Department of Secondary School Principals of the National Education Association, p. 21-22.

### Concerning the unit assignment

I. Does the unit assignment create problem situations in which the pupils are likely to find immediate and definite goals toward which to work ?

A. Does the assignment make optimum use of challenging questions, difficulties, and problems ?

1. Growing out of the present unit assignment ?  
2. Being encountered by the pupils in real life ?

3. Being encountered by the pupils in other aspects of their school work ?

B. Does the entire assignment tend to create an interrogative rather than an absorptive attitude on the part of pupils ?

II. Does the assignment provide for guided and supervised pupil activity which will lead to definite attainment of the advance in pupil growth represented by the unit ?

A. Is the assignment organized and planned for effective and economical presentation to pupils by such available means as lectures, discussions, excursions, demonstrations, blackboard, charts, films, slides, records, cards, and mimeographed guide sheets ?

B. Does the unit assignment lead the pupils into experiences by means of which the educative advance represented by the unit may be most effectively achieved ?

C. Does the unit assignment emphasize logical memory and the thought process rather than rote memory ?

D. Does the unit assignment lead to appropriate applications of the educative advance represented by the unit, to insure transfer ?

E. Is the unit assignment accomplished by providing for securing appropriate evidence of the attainment by individual pupils of the educative advances represented by the unit, such as :

1. Situations requiring individual pupils to summarize their work with the unit assignment ?  
2. Careful, controlled observation of pupil behavior ?

3. Essay-type tests objectified ?

4. Oral tests ?

5. Objective tests ?

III. Does the unit assignment form an integral part of the natural sequence of the course ?

A. Does the unit assignment involve, wherever desirable, the use of previously mastered units ?

B. Does the unit assignment lead up to the next assignment ?

IV. Does the unit assignment provide for individual differences in abilities, interests, aims, and needs ?

- Concerning the unit assignment
- I. Does the unit assignment create problem situations in which the pupils are likely to find immediate and definite goals toward which to work?
    - A. Does the assignment make optimum use of challenging questions, difficulties, and problems?
    1. Growing out of the present unit assignment-
    2. Being encountered by the pupils in real life?
    3. Being encountered by the pupils in other aspects of their school work?
    - B. Does the entire assignment tend to create an interrogative rather than an absorptive attitude on the part of pupils?
  - II. Does the assignment provide for guided and supervised pupil activity which will lead to definite attainment of the advance in pupil growth represented by the unit?
    - A. Is the assignment organized and planned for effective and economical presentation to pupils by such available means as lectures, discussions, excursions, demonstrations, blackboard, charts, films, slides, records, cards, and mimeographed guide sheets?
    - B. Does the unit assignment lead the pupils into experiences by means of which the educative advance represented by the unit may be most effectively achieved?
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      1. Situations requiring individual pupils to summarize their work with the unit assignment?
      2. Careful, controlled observation of pupil behavior?
      3. Essay-type tests objected?
      4. Oral tests?
      5. Objective tests?
  - III. Does the unit assignment form an integral part of the natural sequence of the course?
    - A. Does the unit assignment involve, wherever desirable, the use of previously mastered units?
    - B. Does the unit assignment lead up to the next assignment?
  - IV. Does the unit assignment provide for individual differences in abilities, interests, aims, and needs?

A. Is the unit assignment differentiated qualitatively as well as quantitatively ?

1. Does it make due allowance at all levels for incidental or tangential learning ?

2. Does it allow pupils at any level to employ different methods to attain substantially the same result ?

3. Does it permit bright pupils not only to accomplish more work than slow pupils, but also to use different methods even on the fundamentals of the assignment ?

B. Is the assignment for the slow pupils characterized by :

1. Relatively specific directions ?

2. Problem situations encouraging the establishment of relatively immediate goals ?

3. Some optional work ?

C. Is the assignment for the ablest pupils characterized by :

1. Relatively general directions ?

2. Problem situations encouraging the establishment of relatively remote goals ?

3. Considerable optional and original work ?

The author of these criteria states that they were derived from two sources : (1) the fundamental nature of the child; (2) the nature of the social order for which the child is to be prepared.

These principles appear to be in harmony with modern educational psychology. Judd says,<sup>1/</sup> "The ultimate purpose of a high school education is to equip the pupil to cope with the problems of life which he will meet after he leaves school."

<sup>1/</sup> Charles Hubbard Judd, Psychology of Secondary Education, Ginn and Company. Boston, 1927. p. 414.

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leaves school."

Brewer 1/ believes that:

Every subject of instruction and every statement of educational aims should be checked with the reminders that the beneficiary of education (1) is a conscious being, (2) is an acting person, (3) has a present life to live, as his required curriculum, (4) is much in need of knowledge and wisdom for this living, and (5) must begin to learn to manage his own life.

Thayer supports the fore-going statements: 2/

Both psychology and social ideals must function in the selection of the subject matter of education....These two criteria are so intimately connected that neither one can be used safely without the other....We must rely upon a most searching diagnosis of a child's abilities at each stage of his growth....An adequate diagnosis of a child's present needs is possible only when the educator possesses social vision.

In addition, Thayer says: 3/

The conception of learning as an activity controlled and directed both from within and without leads to educational methods which contrast with the early precepts of teaching. It places in the foreground an appeal to the genuine interests of children as starting points for instruction, and it defines the outcomes of education in terms of interest, i. e. dynamic ideals and habits. It recognizes that curricular materials cannot center exclusively upon adult values, that they must be organized rather with reference to the findings of both psychology and sociology. It no longer conceives of subject matter and method as separate, but urges that each school subject be organized and taught with an eye to its content and procedure values.

1/ John M. Brewer, Education as Guidance, The Macmillan Company. Boston. 1933. p. 54.

2/ V.T.Thayer, The Passing of the Recitation. D.C. Heath and Company. Boston. 1928. p.127.

3/ Ibid. p. 143-144.



In the writer's opinion the criteria constitute a valid and reliable measure of the educational efficiency of units planned in the manner of this thesis.

Selection of literary material.-- The literary materials chosen as the means of unit presentation in this thesis were selected in conformance with the requirements of the course of study now followed by the writer. Among other listed requirements are one long narrative, five short stories, and one long narrative poem. Among the several choices listed for each literary type, the author chose the following selections from four available texts :

- |                        |                         |            |
|------------------------|-------------------------|------------|
| 1. Short story group   | The Gauntlet of Fire    | Roberts    |
|                        | Coaly Bay, Outlaw Horse | Seton      |
|                        | Moti Guj, Mutineer      | Kipling    |
| 2. Long narrative      | Treasure Island         | Stevenson  |
| 3. Long narrative poem | Evangeline              | Longfellow |
| 4. Short story         | A Christmas Carol       | Dickens    |

The selections in the short story group were obtained from three separate texts, but were combined by the writer for purposes of the unit. Selections within all types were made primarily, because, in the judgment of the writer and other investigators, 1/ they related to the interests and abilities of the pupils to be taught. Although the stories in the group comprising the first unit were not found on

1/ See following page.



Further statements from this report were considered any recommended list, the National Council of Teachers of English mention animal stories by Kipling, Roberts, and Seton as typical literary material for Grades 7 to 12. <sup>1/</sup> Their report <sup>2/</sup> gives first place in those grades to "Enjoying Action", listing as the first Primary Objective, "To enjoy animal stories, both short and long."

consideration, and selections were chosen for their tendency to widen the range of the child's vicarious activity.

Practical considerations.-- In the units were constructed for use in a particular situation, some deviations from the indicated procedures were found necessary.

<sup>1/</sup> Washburne and Vogel, What Children Like to Read. The Winnetka Graded Booklist. Rand McNally and Company. 1926. This booklist of selections interesting to children rates "Treasure Island", "A Christmas Carol", and "Evangeline" as of unusually high literary value.

Starbuck and Others, A Guide to Books for Character. Macmillan Company. 1930. This list gives high rating to "A Christmas Carol" and "Treasure Island." Albert Edward Wiggam says of this work, "This is the best book in existence, I think, for answering the age-old question 'What should my child read?'" See The Marks of an Educated Man, p. 126.

Terman and Lima, in Children's Reading, include "A Christmas Carol", "Treasure Island", and "Evangeline". D. Appleton-Century Company. New York, 1935.

<sup>2/</sup> An Experience Curriculum in English. English Monograph No. 4, the National Council of Teachers of English. D. Appleton-Century Company. New York, 1935. p.42.

which prevailed in the school. These hours were, therefore utilized as a series of class-room periods of study

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<sup>4</sup> An Experience Curriculum in English. English Monograph No. 4, the National Council of Teachers of English. D. Appleton-Century Company. New York, 1935. p. 42.

Further statements from this report were considered important: 1/

Experiences through literature are the ultimate objective....The pupil should be given experiences that have intrinsic value for him, now....The variety and range of experiences through literature should be as wide as possible.

In accordance with these principles, diversity of life experience was regarded as the next important consideration, and selections were chosen for their tendency to widen the range of the child's vicarious activity.

Practical considerations.-- As the units were constructed for use in a particular situation, some deviations from the indicated procedures were found necessary.

1. The customary use of the laboratory period, during which pupils work more or less independently, individually or in small groups, was not practicable in the writer's situation for the following reasons. (1) The school lacked many of the facilities which, in modern secondary education, expedite individual study, prominent among these being a school library, movable class-room furniture, and mimeograph or other duplicating devices. (2) With regard to the management of classes, individual teachers were expected to conform to older ideas of strict discipline which prevailed in the school. These hours were, therefore, utilized as a series of class-room periods of study

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and discussion. The procedure during these periods is indicated in this thesis by questions and exercises which are grouped by sections within the assignments, according to natural divisions of subject matter. These do not appear on pupils' guide sheets as would be the more usual practice.<sup>1/</sup>

2. The pupils' guide sheet, for the reasons stated, was reduced to a list of optional activities which were undertaken as home work. The writer has attempted to make the list broad in variety of appeal and scale of difficulty in order to enlist the interest, and try the abilities, of each pupil.

3. The summaries are included as examples of the type of work which may be expected from an intelligent pupil who chooses the form of a written report as his mode of summarizing the unit. They represent standards which may be achieved by some pupils, and approximated by others. It is neither expected nor desired that any two summaries be alike.

4. The tests for mastery presented with these units

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<sup>1/</sup> In this thesis, all statements, readings, and questions appearing within the first assignment of each unit are understood to be made by the teacher in the class-room during the introductory period. Questions, readings, exercises, and statements appearing within the remaining assignments would normally appear on the guide sheet.

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are of the objective type. 1/ Completion, multiple-response, 2/ and matching tests, 3/ have been constructed in preference to the less diagnostic true-false type. 4/ An attempt has been made to test, not only for knowledge of each literary selection, but also for the attitudes and ideas outlined in the delimitation of each unit. It was found very difficult to construct objective test items which would effectively measure such intangibles. The writer believes these tests should be supplemented by individual conferences, and by continued observation of pupil activities and attitudes.

1/ G.M. Ruch, op. cit., p.290. "Where old- and new-type tests are compared, the new-type are at least as valid as the traditional examination."

2/ Ibid., p.292-317. "In order of decreasing reliability, the tests stand in the order; recall, recognition, and true-false". [These conclusions seem justified from data furnished by Toops, Wood, DeGraff and Ruch, and others.]

3/ G.M. Ruch, op.cit., p.303-306. Ruch, Murdock, and Maupin, by experimentation showed that "matching tests seem to be highly reliable". Large numbers of pairs to be matched showed no great advantage in reliability. Though the larger groupings probably eliminate much guessing, there is greater danger of mistakes of carelessness, besides requiring more time.

4/ Hawkes, Lindquist, and Mann, The Construction and Use of Achievement Examinations, p.159, "The guessing element is more prominent in the true-false test than in any other type. For this reason particularly, an item analysis of the responses in a true-false test has relatively little diagnostic value."

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### Important Values

Emphasis.-- One of the chief values of unit-planning is the way in which emphasis is shifted from subject-matter as an end, to subject-matter as a means of presentation. Thus "Evangeline" may be, according to the individual teacher, presented as an example of a narrative poem in hexameters, a study in meter, rhythm, and poetic artifice; in another situation it becomes historical material, serving to emphasize the great social and moral problems faced by governments, as well as by rulers and individuals; or it may become a living experience, rhythm and figure remaining unanalysed, yet heightening the atmosphere and deepening the feeling, while the historical background contributes a keener reality to the sufferings of the heroine.

Emphasis must vary according to the development reached by the child, and according to the knowledges and attitudes to be engendered in the child through the experience. The exact degree and amount of emphasis are clearly delineated in the delimitation of the unit.

Teacher growth.-- Unit planning requires definite thinking on the part of the teacher, both in expressing the unit and in planning the assignments. Every phase of the teaching cycle requires definite forethought and consideration, careful weighing of methods and procedures,

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#### Emphasis. -- One of the chief values of unit-planning

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and scrutinizing of materials. The concept of a perfect unit thus becomes a teaching goal, constantly motivating the teaching. As the unit is always adaptable and never to be regarded as complete, the teacher progresses in knowledge and insight with the thought and care which he exercises in shaping and perfecting the unit.

Pupil opportunity.-- Unit planning places definite responsibility on the individual pupil, while affording him an opportunity to develop both individually and socially. It permits greater enrichment for the more intelligent pupils, at the same time encouraging the slow pupils by allowing them some choice of activities. Creative ability is stimulated, making the work more meaningful and pleasurable to the child.

#### Pupils for Whom the Units Were Planned

General description.-- The pupils for whom these units were prepared are mainly of Italian and Irish parentage, and live in one of the poorer districts of Boston. Homes usually consist of from three to six rooms in blocks housing from three to six families. The locality has little in the way of natural or architectural beauty, and the cultural background of these pupils is very low.<sup>1/</sup>

Division into sections.-- The pupils, on entering the seventh grade and continuing through the eighth, are

<sup>1/</sup> See table 1, p. 20

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##### Division into sections.--The pupils, on entering the

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divided into three groups, all of whom follow a single prescribed course of study in general subjects. In addition Sections A and B study French, Sections C and D receive added instruction in regular subjects, and Sections E and F give extra time to shop work. Children are placed in their respective groups on the basis of scholarship marks attained in the sixth grade. Change from one group to another is occasionally permitted, but not encouraged.

Conclusions from tables.-- Available data <sup>1/</sup> show Sections B and F to be roughly homogeneous in intelligence, on separate levels. Section D, showing a spread of 50 in I.Q., represents the most difficult teaching problem.

Section F represents a spread of four years in mental age, and of five years in chronological age. It is obvious that these pupils would work slowly, performing only the simplest types of problems. Most of the work would be done under teacher supervision, and the optional activities attempted would be of elementary grade.

Section B represents a group of normal but not gifted pupils. The spread in mental age is five years.

It is apparent that unit assignments suited to the abilities of all of these pupils must contain a large number of simple exercises and activities. The few pupils of superior ability must be provided with materials which will challenge and hold their interest.

1/ See tables 2 and 3, pages 20 and 21

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Conclusions from tables -- Available data show

Sections E and F to be roughly homogeneous in intelligence, on separate levels. Section D, showing a spread of 50 in I.Q., represents the most difficult teaching problem.

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See tables E and F, pages 20 and 21

With these considerations in mind, the author presents in the following chapters, four units in English literature designed for these pupils in their eighth school year.

Table 1.--Occupations of fathers of pupils.--

Occupations	Number of fathers		
	Section B	Section D	Section F
	(2)	(3)	(4)
Professions.....	2		
Private business.....	5	1	1
Service, public or private.	1	1	5
Machine operators.....	1	4	3
Skilled labor.....	7	16	17
Unskilled labor.....	4	3	7
Total.....	20	25	33

Table 2.--Intelligence quotients of pupils.--

Intelligence Quotients	Number of pupils		
	Section B	Section D	Section F
	(2)	(3)	(4)
110-119.....	4	2	
100-109.....	8	3	

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Table 1.--Occupations of fathers of pupils.--

Occupations	Number of fathers			
	(1)	(2)	(3)	(4)
Professions.....	3	1	1	1
Private business.....	5	1	1	5
Service, public or private.....	1	1	4	3
Machine operators.....	7	16	17	17
Skilled labor.....	4	3	7	7
Unskilled labor.....				
Total.....	20	23	35	35

Table 2.--Intelligence quotients of pupils.--

Intelligence Quotients	Number of pupils			
	(1)	(2)	(3)	(4)
100-119.....	4	2	1	1
100-109.....	8	3	1	1

Table 2.-- (concluded)

Intelligence Quotients	Number of pupils			
	Section B	Section D	Section F	
	(2)	(3)	(4)	(1)
90-99.....	8	11	11	
80-89.....		5	6	
70-79.....		3	11	
60-69.....		1	5	
Total.....	20	25	33	

Table 3.-- Chronological and mental ages of pupils.--

Age in Years	Number of pupils					
	Section B		Section D		Section F	
	Chrono- logical Age	Mental Age	Chrono- logical Age	Mental Age	Chrono- logical Age	Mental Age
(1)	(2)	(3)	(4)	(5)	(6)	(7)
16.....					2	
15.....		1	1		7	
14.....	2	4	5	1	10	
13.....	4	7	9	5	8	2
12.....	14	3	10	7	6	8
11.....		5		10		9
10.....				2		14
Total.....	20	20	25	25	33	33

Table 2.-- (continued)

Intelligence quotient	Number of pupils			
	(1)	(2)	(3)	(4)
90-99.....	8	11	11	11
80-89.....		6	6	6
70-79.....		6	6	11
60-69.....		1	1	6
Total.....	20	25	25	35

Table 3.-- Chronological and mental ages of pupils.--

Age in Years	Number of pupils						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
16.....						2	
15.....			1	1		7	
14.....		2	4	5	1	10	
13.....		4	7	9	2	8	2
12.....	14	3	10	10	7	6	6
11.....		6			10		9
10.....					2		14
Total.....	20	20	25	25	25	35	35

## CHAPTER II

### UNIT I: ANIMAL LIFE

#### Statement of Unit I

All animals are endowed with natural instincts for their own guidance and protection, but man, because of his superior intelligence, has an incomparable advantage over the lower animals. Although some of them have been tamed and domesticated by man, neither taming nor domestication has brought about complete suppression of the individuality shown by some of the more intelligent animals.

## CHAPTER II

Many authors exaggerate the intelligence and feelings of animals in order to tell a good story.

#### Delimitation of Unit I

##### Narrative.

##### 1. A wild animal in his natural habitat

The man and the bear, adversaries for two years, forget their mutual hostility when they find themselves in extreme danger. The bear's fear of the man is temporarily overcome as he follows the lead of the superior intelligence in escaping from the forest fire through the wild channel of the river. Surprisingly the bear saves the man from drowning. Through the combination of their chief

II ENTEND

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##### Narrative.--

##### 1. A wild animal in his natural habitat

The man and the bear, adversaries for two years, forget their mutual hostility when they find themselves in extreme danger. The bear's fear of the man is temporarily overcome as he follows the lead of the superior intelligence in escaping from the forest fire through the wild channel of the river. Unknowingly the bear saves the man from drowning. Through the combination of their roles

powers, the intelligence of the man and the strength of the bear, and aided by chance, both are saved from death.

## 2. A domesticated animal reverts to wildness

The colt, Coaly Bay, unusually beautiful, intelligent and spirited, proves to be untameable. Amid sheltered surroundings his independent spirit asserts itself, as he shows a preference for hardship with freedom, to shelter with confinement. On ranch and farm, Coaly Bay becomes useless and a nuisance. Amid natural, wild surroundings, among others of his kind, he becomes a leader, superb in strength and endurance.

## 3. A tamed animal in captivity

The elephant, Moti Guj, is devoted to his mahout, Deesa, permitting his beatings in order to enjoy the pettings which always follow. When Deesa goes away, Moti Guj is obedient for a while, then rebels against authority, and completely discomfits all who try to control him. He obeys only his own wishes until the return of his drunken master, when Moti Guj becomes once more an obedient and docile elephant.

## Animal knowledge.--

1. The black bear of North America is one of the most intelligent of the forest animals. Although extremely shy, he is remarkably curious in regard to man. Like other wild animals he is moved largely by instinct in time of danger. On this point, man and the lower animals differ, as man

powers, the intelligence of the man and the strength of the bear, and aided by chance, both are saved from death.

### 2. A domesticated animal reverts to wildness

The colt, Gosly Bay, unusually beautiful, intelligent

and spirited, proves to be untamable. Amid sheltered surroundings his independent spirit asserts itself, as he shows a preference for hardship with freedom, to shelter with confinement. On ranch and farm, Gosly Bay becomes useless and a nuisance. Amid natural, wild surroundings, among others of his kind, he becomes a leader, superb in strength and endurance.

### 3. A tamed animal in captivity

The elephant, Mott Gut, is devoted to his mahout, Dees, permitting his bestings in order to enjoy the pettings which always follow. When Dees goes away, Mott Gut is obedient for a while, then rebels against authority, and completely disobeys all who try to control him. He obeys only his own wishes until the return of his drunken master, when Mott Gut becomes once more an obedient and docile elephant.

### -- Animal knowledge. --

1. The black bear of North America is one of the most intelligent of the forest animals. Although extremely shy, he is remarkably curious in regard to man. Like other wild animals he is moved largely by instinct in time of danger. On this point, man and the lower animals differ, as man

relies mainly upon his intelligence when danger threatens.

2. Although a domestic animal is usually submissive and patient, a spirit of independence, which may prove unyielding, occasionally reasserts itself long after the animal has become accustomed to domestication and shelter.

Domestic animals differ individually in their response to man's affection or authority.

The Indian elephant, highly valued for work requiring great strength, is one of the most intelligent and sensitive of tamed animals in captivity. He often behaves in a distinctly individual manner; at times the acts which he performs invest his personality with an almost human quality. Usually becoming very fond of his keeper, he obeys and will not hurt him, though he could easily trample him to death.

#### Vocabulary mastery.--

See Vocabulary Pretest

#### Incidental Learning-products

1. Forest fires, extremely dangerous to all forms of animal life, usually occur after a period of drought.

2. Wild animals, under the stimulus of great fear, cease to prey upon each other.

3. Wild creatures seem most admirable when unconfined, amid natural surroundings. Confined by man, they may

relies mainly upon his intelligence when danger threatens.  
2. Although a domestic animal is usually submissive and patient, a spirit of independence, which may prove unyielding, occasionally asserts itself long after the animal has become accustomed to domestication and shelter.  
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See Vocabulary Pretest

Incidental Learning-products

1. Forest fires, extremely dangerous to all forms of animal life, usually occur after a period of drought.
2. Wild animals, under the stimulus of great fear, cease to prey upon each other.
3. Wild creatures seem most adaptable when unconfined, and natural surroundings. Confined by man, they may

develop qualities which seem evil. These may be the animal's only means of protest against oppression or confinement.

4. Arabian horses are noted for beauty of form, speed, intelligence, and spirit.

5. An animal may possess a personality distinct from others of his kind.

6. Animals become more attractive to us in the degree that they show intelligence in their actions.

7. An elephant's affection for his keeper is not lessened by the fact that the keeper's character is worthless. Animal intelligence does not comprehend morality.

### Unit Assignment I

#### Assignment I-1.--

##### 1. Vocabulary pretest

Find the definition that corresponds to each word on the list. Place the number of the word before the correct definition. Example:

- |              |                                 |
|--------------|---------------------------------|
| 1. palpitate | ( ) To impose by fraud          |
|              | (1) To throb; pulsate violently |

#### Section A

- |              |  |
|--------------|--|
| 1. preempt   | ( ) To lay waste                       |
| 2. apprehend | ( ) To drive into a pen or enclosure   |
| 3. devastate | ( ) To establish a claim before others |

develop qualities which seem evil. These may be the animal's only means of protest against oppression or confinement.

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Unit Assignment I

Assignment I-I--

1. Vocabulary protest

Find the definition that corresponds to each word on the list. Place the number of the word before the correct definition. Examples:

1. palpitate ( ) To impress by fraud  
(1) To thrash; pulsate violently

Section A

1. precept ( ) To lay waste  
2. apprehend ( ) To drive into a pen or enclosure  
3. devastate ( ) To establish a claim before others

## Section A Continued

- 4. harry ( ) To look forward with foreboding
- 5. corral ( ) To throw into confusion; disorganize
- 6. sustain ( ) To plunder; annoy
- 7. demoralize ( ) To hold up to a certain level or  
pitch  
( ) To be unduly anxious about trifles  
( ) To excavate a hole, as in the earth

## Section B

- 1. vestige ( ) A flight of fancy; wit
- 2. caracol ( ) An Oriental form of salutation
- 3. mahout ( ) Air or water with a circular current;  
a whirlpool
- 4. orgy ( ) A sign or trace of something that  
has disappeared
- 5. soliloquy ( ) An elephant driver or keeper
- 6. salaam ( ) A great calamity or disaster
- 7. adversary ( ) A half-turn which a horseman makes
- 8. covert ( ) A drunken revel
- 9. consternation ( ) A talking to oneself
- 10. futility ( ) Great wonder or terror
- 11. catastrophe ( ) Quality of being useless or in vain
- 12. vortex ( ) A place that protects or shelters  
( ) Confused, unintelligible language  
( ) An opponent or foe

## Section A Continued

4. Harry ( ) To look forward with foreboding  
 5. gervel ( ) To throw into confusion; disorganize  
 6. gustain ( ) To plunder; annoy  
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 2. cervicol ( ) An Oriental form of salutation  
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 9. consternation ( ) A talking to oneself  
 10. fatality ( ) Great wonder or terror  
 11. catastrophe ( ) Quality of being useless or in vain  
 12. vortex ( ) A place that protects or shelters  
 ( ) Continued, unintelligible language  
 ( ) An opponent or foe

## Section C

1. portentous      ( ) Incapable of being surrendered to another
2. formidable     ( ) Not conquerable
3. subservient    ( ) Unyielding; unrelenting
4. inexplicable   ( ) Foretelling evil
5. sagacious      ( ) Skillful; clever
6. rudimentary    ( ) Over full; crowded
7. aromatic       ( ) Uncertain; insecure
8. delectable     ( ) Difficult to overcome; dreadful
9. erratic        ( ) Being of service
10. precarious    ( ) Resonant; echoing
11. inexorable    ( ) Not made plain or accounted for
12. indomitable   ( ) Fragrant; spicy
13. congested     ( ) Delightful to the taste or senses
14. inalienable   ( ) Wise; farsighted
- ( ) In an undeveloped state
- ( ) Wandering; irregular; queer

## 2. Introductory discussion

a. Domestic animals 1/

How many of you have at home a pet animal of some kind ? In selecting animals for pets what traits do you think are most desirable ? In what ways do you think your pet differs from a wild animal that has been recently

1/ Peter Chalmers Mitchell, The Childhood of Wild Animals, Frederick Stokes Company, 1912. p. 204-221.



tamed ? Would you call your pet a domestic animal ?  
Do you know how animals first became domesticated ?

For thousands of years men and the lower animals have roamed this earth. The earliest men hunted the animals, killing them with rude weapons, in order to use their flesh for food, and their skins for clothing.

The animals that we now call domestic were probably at first wild animals that had been captured while young, and then were kept for pets. As these pets grew older and larger, man found that they were useful to him, so he began to raise them to help him with his work. He killed animals that refused to be tamed, so that a race of animals was evolved that we call domestic. At the same time, man was gradually changing from a hunter to a keeper of flocks and herds.

Ever since those early days man has been keenly interested in the lower animals, but very few of them have been domesticated. How many domestic animals can you name ?

b. How domestic and tamed animals differ 1/

Tameness is something different from domestication. It means that the animal takes pleasure in man's company, and shows him some kind of affection. Domesticated animals are generally tame because they have been bred for

1/ Loc. cit.

tamed? Would you call your pet a domestic animal?

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terested in the lower animals, but very few of them have

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name?

b. How domestic and tamed animals differ?

Tameness is something different from domestication.

It means that the animal takes pleasure in man's company,

and shows him some kind of affection. Domesticated animals

are generally tame because they have been bred for

1/ loc. cit.

generations, and any that showed resistance were killed or allowed to escape.

When young animals are tamed, they transfer to human beings the affection they would naturally give their mothers.<sup>1/</sup> They are more ready to do this when the way is made easy, and their natural instincts are not greatly violated. Most of them retain a great deal of independence. They like to be left alone sometimes, and are unpleasant if dragged out when they do not wish society. Can you think of a domestic animal that still retains this characteristic in large measure ? Tamelessness is never inherited.

Domestication is different. It requires breeding a race of animals in captivity for many generations. Some of these animals are tame in babyhood, but when full-grown, give way to the old, wild instincts. These animals are gradually weeded out. When you consider how domestic animals have evolved, what characteristics do you expect will usually be prominent ? What qualities will be lacking ?

#### c. Taming wild animals

Success in taming a wild animal will depend largely on his intelligence and his natural habits or instincts. In what animal has superior intelligence made taming relatively easy ? Can you think of an animal that has not been tamed, due probably to its lack of intelligence ?

<sup>1/</sup> Loc. cit.

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c. Taming wild animals

Success in taming a wild animal will depend largely on his intelligence and his natural habits or instincts. In what animal has superior intelligence made taming relatively easy? Can you think of an animal that has not been tamed, due probably to the lack of intelligence?

Instinct is a tendency born in an animal,<sup>1/</sup> so that he performs certain acts without having to learn how. Both man and the lower animals have instincts, but in the animals they are more striking. A man has to learn how to build a house, but birds and wasps build their houses by instinct. Can you name some other acts that birds and animals perform by instinct? What animals and birds have instincts that make taming them very difficult or impossible? Are the lions used in stage or circus performances really tame?

Assignment I-2.--

Readings, questions, and exercises.

Read "The Gauntlet of Fire", by C.G.D. Roberts in Modern Readings, Book I, John W. Davis. First read the story through naturally, then read the questions and attempt to answer them. If there are any that you cannot answer, re-read whatever parts of the story are necessary.

If you were living in the woods and suspected that a large bear was lurking in the neighborhood, what action would you take? What signs might lead you to suspect the presence of the bear? Bears are fond of what foods? What tasks would you find it necessary to perform if you were a home-steader in the wilderness? Can you name a

1/ Major R.W.G. Hingston, M.C. Instinct and Intelligence. The Macmillan Company. N.Y. 1929. See Ch. I and XIX.

Instinct is a tendency born in an animal. <sup>1</sup> so that he performs certain acts without having to learn how. Both man and the lower animals have instincts, but in the animals they are more striking. A man has to learn how to build a house, but birds and wasps build their houses by instinct. Can you name some other acts that birds and animals perform by instinct? What animals and birds have instincts that make taming them very difficult or impossible? Are the lions used in stage or circus performances really tame?

#### Assignment I-2--

Readings, questions, and exercises.

Read "The Gambler of Fire", by G.G.D. Roberts in Modern Readings, Book I, John W. Davis. First read the story through carefully, then read the questions and attempt to answer them. If there are any that you cannot answer, re-read whatever parts of the story are necessary. If you were living in the woods and suspected that a large bear was lurking in the neighborhood, what action would you take? What signs might lead you to suspect the presence of the bear? Bears are fond of what foods? What tasks would you find it necessary to perform if you were a home-stader in the wilderness? Can you name a

<sup>1</sup> Major R.W.G. Hingston, M.O. Instinct and Intelligence. The Macmillan Company, N.Y. 1923. See Ch. I and III.

number of trees that you would see in the forests of Eastern Canada? Which of these would you also find near home? Why do you think the bear watched the man so continuously? What was the bear's feeling toward the oxen? What change in the bear's attitude toward the man followed the killing of the buck? What animals would you see in the forests of Eastern Canada? How does a dead-fall accomplish its purpose? Why did the bear not prey upon the man's domestic animals? What signs preceded the coming of the forest fire? Pretend that you are a homesteader; describe your first thoughts and actions at the approach of the fire.

The refuge of the forest animals was what sort of place? What animals went to the bogan? What was remarkable in the animals' behavior toward each other as they waited in the bogan? What was the one animating motive of each animal? What feeling predominated? In what ways did the bear find the bogan unsatisfactory? Was it lack of intelligence, cowardice, or some other characteristic, that kept the bear from following the otter downstream? What qualities did the fox show during the crisis? What were the actions of the less intelligent animals?

Can you explain how the presence of the man, usually an object of fear, could bring to the bear a sense of



security? How did the bear show intelligence during his perilous course down the river? Pretend that you were the black bear; tell us how much you understood, and what your feelings were (1) as you watched the homesteader working; (2) as you saw the man kill the buck; (3) as you waited in the bogan; (4) as you watched the man put off from the spit.

Contrast the situation of the bear with that of the man at the end of their adventure. At the close of the story, was the bear's attitude toward the man changed or unchanged? What do you think were the three most important elements that contributed to the survival of the man and the bear? Which was contributed in greatest measure by the man? Which by the bear? Review the main actions of the bear throughout the story, naming or describing the instinct, feeling, or thought that impelled each act.

### Assignment I-3.--

Readings, questions, and exercises.

Read Coaly Bay, Outlaw Horse, by Ernest Thompson Seton in Elson Junior Literature, Book Two. As directed in Assignment I-2, first read the story naturally, then read and consider the questions, re-reading wherever you find it necessary.

How did the hunters resolve to make Coaly Bay useful?

How did the wish expressed by the writer show that he was



Why was the name Coaly Bay well suited to the little colt ? Arab blood in a horse shows itself through what characteristics ? What characteristics early set Coaly Bay apart from the other colts ? How did he gain the name "Quit-the-Bunch" ? What became his one desire ?

At three years of age what were Coaly Bay's pronounced characteristics ? How did Coaly Bay show intelligence in resisting his trainer ? Can you suggest any sort of training that might have been more successful with Coaly Bay ? What kind of judgment did his master show in selling Coaly Bay ? What new tactics did Coaly Bay try on the ranch owner ? In his nightly forage of the garden, Coaly Bay showed what new characteristics ? What was your opinion of the bargain made by the gardener and the rancher ? How was your opinion of the gardener affected by the for-sale sign ?

What men were in the band of bear-hunters ? What reason did the owner give for selling Coaly Bay ? What is meant by hobbling a horse ? In what ways did Coaly Bay show his feelings as he went along ? Who was deceived by Coaly Bay ? In his attempts at escape, Coaly Bay showed what characteristics ? On the way back, and later in camp, he gave expression to his feelings in what ways ? How did the hunters resolve to make Coaly Bay useful ? How did the wish expressed by the writer show that he was

Why was the name Goaly Bay well suited to the little colt? Arab blood in a horse shows itself through what characteristics? What characteristics early set Goaly Bay apart from the other colts? How did he gain the name "Grit-the-Bunch"? What became his one desire?

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What men were in the band of bear-hunters? What reason did the owner give for selling Goaly Bay? What is meant by hobbling a horse? In what ways did Goaly Bay show his feelings as he went along? Who was deceived by Goaly Bay? In his attempts at escape, Goaly Bay showed what characteristics? On the way back, and later in camp, he gave expression to his feelings in what ways? How did the hunters resolve to make Goaly Bay useful? How did the wish expressed by the writer show that he was

affected at Coaly Bay's departure ? How does your judgment compare with the author's in regard to the spirit that dwelt in Coaly Bay ?

Describe the feelings of the men who drove Coaly Bay away. How did you feel at this point in the story ? What was Coaly Bay's reaction to the man's signals ? What did the hunters consider the most humane way of killing Coaly Bay ? What was significant about the next escape of Coaly Bay ? Locate on a map the rivers and regions crossed by Coaly Bay. What signals did Coaly Bay and the wild herd use in communicating ? What do you think Coaly Bay and the wild herd had in common ? If Coaly Bay still lives, what hardships does he face ? What advantages has he forsaken ? What is the writer's parting wish for him ? What is your parting wish for him ?

What do you consider were Coaly Bay's most admirable characteristics ? What did you dislike in Coaly Bay ? In what ways was he like a human being ? What was Coaly Bay's idea of happiness ? How does his idea of happiness differ from yours ? Which of his desires were like yours ? Why do you think the author wrote the story of Coaly Bay ?

#### Assignment I-4.--

Readings, questions, and exercises

Read "Moti Guj, Mutineer", by Rudyard Kipling, in Prose and Poetry, Eighth Year, Avery, Van Arsdale, and Wilber.

affected at Goaly Bay's departure? How does your judgment compare with the author's in regard to the spirit that dwelt in Goaly Bay?

Describe the feelings of the men who drove Goaly Bay away. How did you feel at this point in the story? What was Goaly Bay's reaction to the men's signals? What did the hunters consider the most humane way of killing Goaly Bay? What was significant about the next escape of Goaly Bay? Locate on a map the rivers and regions crossed by Goaly Bay. What signals did Goaly Bay and the wild herd use in communicating? What do you think Goaly Bay and the wild herd had in common? If Goaly Bay still lives, what hardships does he face? What advantages has he for-  
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#### Assignment I-4.--

Readings, questions, and exercises  
Read "Mott Gul, Mutineer", by Rudyard Kipling, in  
Prose and Poetry, Fifth Year, Avery, Van Arsdale, and Wil-

Read the story naturally, then consider the questions.

If you were a coffee-planter in India, which of the various means of stump-clearing would you choose ? How does an elephant get the stumps out of the ground ? In what ways do natives of India fare better under the English than they did under native rule ? What do you think of the way Deesa treated Moti Guj ? How did Moti Guj treat Deesa ? What were some of the names Deesa called Moti Guj ? What do you think of the character of Deesa ? How well do you think the planter understood Deesa ?

How much of Deesa's explanations and commands do you believe Moti Guj understood ? Explain why you believe that Moti Guj really did not keep account of the number of days his master was gone ? How did Moti Guj "put his hands in his pockets" ? What characteristics did Moti Guj show when he faced the whipping elephants ? When he seized the brown baby ? In what parts of the story does Moti Guj remind you of a human being ?

Do you think that an animal ever really misses a human being ? Give instances. What actions of Moti Guj show that he really missed Deesa ? How do you interpret the author's statement that Moti Guj wept with joy ? What events in the story do you believe are either untrue or exaggerated ? Which descriptions, though not literally true, express clearly how Moti Guj behaved ?

Read the story naturally, then consider the questions.

If you were a coffee-planter in India, which of the various means of stump-clearing would you choose? How does an elephant get the stumps out of the ground? In what ways do natives of India fare better under the English than they did under native rule? What do you think of the way Dees treated Moti Gaj? How did Moti Gaj treat Dees? What were some of the names Dees called Moti Gaj? What do you think of the character of Dees? How well do you think the planter understood Dees?

How much of Dees's explanations and demands do you believe Moti Gaj understood? Explain why you believe that Moti Gaj really did not keep account of the number of days his master was gone? How did Moti Gaj "put his hands in his pockets"? What characterization did Moti Gaj show when he faced the whipping elephants? When he seized the brown baby? In what parts of the story does Moti Gaj remind you of a human being?

Do you think that an animal ever really misses a human being? Give instances. What actions of Moti Gaj show that he really missed Dees? How do you interpret the author's statement that Moti Gaj wept with joy? What events in the story do you believe are either untrue or exaggerated? Which descriptions, though not literally true, express clearly how Moti Gaj behaved?

### Assignment I-5.--

#### Questions for discussion

Which of the three stories do you believe to be most faithful to the facts of nature ? For which animal did you feel the greatest sympathy ? Which animal did you most admire ? Give your reasons. Do you think animals have personalities like human beings ? Do animals have really a sense of humor ? How would you rank the three animals as regards intelligence ? Which author showed in his story the widest general knowledge of animal life ? Which author seemed to love animals best ? Give a reason for your opinion. Which author used his animal chiefly for the purpose of making a good story ? Which author do you believe most enjoyed writing his story ?

In a conflict between man and beast, where does the advantage nearly always lie ? Why is this so ? What qualities in an animal do you admire most ? How do these compare with the qualities that you most admire in human beings ? Do you believe it is right to trap and exhibit wild animals ?

#### Pupils Summary

A wild animal.-- A wild animal is naturally very shy and distrustful of man. This is especially true of the American black bear, although he is noted for his curiosity in regard to man when he thinks himself unobserved.

Assignment I-B.--

## Questions for discussion

Which of the three stories do you believe to be most faithful to the facts of nature? For which animal did you feel the greatest sympathy? Which animal did you most admire? Give your reasons. Do you think animals have personalities like human beings? Do animals have really a sense of humor? How would you rank the three animals as regards intelligence? Which author showed in his story the wisest general knowledge of animal life? Which author seemed to love animals best? Give a reason for your opinion. Which author used his animal chiefly for the purpose of making a good story? Which author do you believe most enjoyed writing his story?

In a conflict between man and beast, where does the advantage nearly always lie? Why is this so? What qualities in an animal do you admire most? How do these compare with the qualities that you most admire in human beings? Do you believe it is right to trap and exhibit wild animals?

Trip's Summary

A wild animal.-- A wild animal is naturally very shy and distrustful of man. This is especially true of the American black bear, although he is noted for his curiosity in regard to man when he thinks himself unobserved.

The black bear is one of the most intelligent wild animals of the forest.

In the story, the bear feared the man as a being who had great and unknown power. Only to escape certain destruction would the bear follow the man through the dangerous stream. The bear quickly learned the best manner of directing his course because he was an intelligent animal. Thrown upon the log with the man, the bear still felt fear of him, and he was still possessed by man-fear when he again followed the man, attempting to gain the spit. There was no spirit of understanding between the two, though the man was not unfriendly. Even the man's laughter was disconcerting to the bear.

At the close of the adventure, the bear was the same timid, wild creature, essentially unchanged by contact with the man.

A domestic animal.-- Domestic animals are usually marked by patience and obedience. Through generations of breeding, their original spirit of independence has been brought under control. This is as true of horses as of other domestic animals.

Coaly Bay differed from other horses in his superior intelligence, and his greater strength, speed, and beauty, but most markedly in his unyielding spirit. To attain his one desire, freedom, he was willing to forego all comforts

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A domestic animal. -- Domestic animals are usually marked by patience and obedience. Through generations of breeding, their original spirit of independence has been brought under control. This is as true of horses as of other domestic animals.

Goaly Bay differed from other horses in his superior intelligence, and his greater strength, speed, and beauty, but most markedly in his unyielding spirit. To attain his one desire, freedom, he was willing to forego all comforts

of food, shelter, and care.

The author does not tell us that Coaly Bay was ever loved or petted by a human being. No man could break Coaly Bay's resistance through force, but perhaps if someone had loved and trained him from babyhood, he could have been coaxed to yield by that person.

Though Coaly Bay was called an outlaw, we sympathize with him, and are glad that he became free. We also feel more sympathy for other domestic animals, who patiently bear the burden of man's oppression.

A tamed animal.-- Among tamed animals, the Indian elephant is ranked as one of the highest in intelligence. He is sensitive, and usually has great affection for his caretaker or master. Because of his intelligence, strength, and docility, he is a valuable worker on plantations in India.

In all of the usual good qualities of elephants, Moti Guj excelled. He was devoted to his mahout in spite of frequent brutal treatment. Under the care of the low-caste Deesa, Moti Guj developed certain amusing eccentricities. Irrked by the continued absence of his master, he refused to work. His great strength and superior intelligence made his rebellion a success.

Most surprisingly, Moti Guj went quietly and obediently to work when Deesa returned. This makes us realize how

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The author does not tell us that Gooly Bay was ever loved or petted by a human being. No man could break Gooly Bay's resistance through force, but perhaps if someone had loved and trained him from babyhood, he could have been coaxed to yield by that person.

Though Gooly Bay was called an outlaw, we sympathize with him, and are glad that he became free. We also feel more sympathy for other domestic animals, who patiently bear the burden of man's oppression.

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the great animal loved, and how completely he was controlled by one shiftless human.

Kipling's story impresses us with the fact that elephants are extremely sensitive and intelligent, but we will also remember it as an example of the many stories which are popular today,- those which grossly exaggerate the thinking power and emotional sensitivity of the lower animals.

### Optional Activities

1. For a week or longer, spend a few minutes each day attempting to teach your pet animal some small trick. Keep a daily record of your procedure and the results. Prepare to read your record to the class. Book reference, No. (34), at the end of this list may be helpful.

2. Go out to Franklin Park and observe the black or brown bears. Notice size, color, skin, or other outstanding characteristics. What is their background, and what food is given them? Bring to class a description of their appearance and activities, based on your observations. (Take elevated train to Forest Hills. Secure your parents' permission.)

3. Choose an animal that you would like to know more about. Consult books on animal life at the library; go to the Museum of Natural History; go to Franklin Park. Write

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a detailed description of the animal's appearance, natural home, and habits. For further credit, write an imaginary biography of the life of the animal. It may be helpful to read book reference, No.(33), which is an excellent animal biography.

4. Make a portfolio of drawings of wild or domestic animals. Accompany each drawing with a brief description of the animal's appearance and habits. See book references, No.(9) and (17).

5. Make a circus map of the world showing the corners of the earth from which animals of the circus are gathered. You can perhaps get an outline map to mark this on. 1/

6. List all of the ways that you can think of in which men are dependent on animals.

7. Collect from newspapers and magazines true stories of animals whose behavior has outstandingly shown such admirable qualities as loyalty, courage, obedience, and patience. Report to the class.

8. Make a list of jungle stories. Place those that seem to you to sound true in one group, and those that do not, in another.

9. Can animals teach man anything ? If so, what ? Write an opinion to read to the class.

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a detailed description of the animal's appearance, natural home, and habits. For further credit, write an imaginary biography of the life of the animal. It may be helpful to read book reference, No. (38), which is an excellent animal biography.

4. Make a portfolio of drawings of wild or domestic animals. Accompany each drawing with a brief description of the animal's appearance and habits. See book reference, No. (2) and (17).

5. Make a circle map of the world showing the corners of the earth from which animals of the circle are gathered.

You can perhaps get an outline map to mark this on. 1  
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10. Besides food and clothing, what do animals contribute to our happiness and well being ? After thinking about this, write a composition or prepare a talk describing the things you would miss most in a world without the lower animals.

11. Read all you can find about the behavior of elephants in their native forests. What are some of the points on which writers disagree ? See if you can write a good report on one point which you have looked up and are sure about. Two points often debated are : (1) the quality of their intelligence, and (2) the use of their trunks in work and in fighting.

12. Write a paper or prepare a talk defending one of the following statements :

- a. Animals have a sense of humor.
- b. Wild animals fear man.
- c. The actions of some animals prove that they reason.

13. Write a paper or prepare a talk attacking one of the statements in No. 12.

14. Prepare to give a short talk to the class on one topic below :

- a. A Coffee Plantation in India
- b. The Caste System in India
- c. The Forests of Eastern Canada

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- a. A Coffee Plantation in India
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- c. The Forests of Eastern Canada

## 14. Continued.

d. Hardships of Pioneer Life

e. Forest Fires

15. Prepare to re-tell to the class one interesting incident from the books and stories listed under No. 16.

## 16. Read one or more of the following books or stories:

- (1) Wilderness Ways, by Paul Annixter.  
Stories of many animals.
- (2) The Book of Animal Life, by Stowell and Burgess.  
Full of general information. Read Ch. VII, "The Minds of Animals", and Ch. XVII, "The Lessons of Animals".
- (3) The Pet Book, by Anna Botsford Comstock.  
68 pets. How to care for them. Good photography.
- (4) How to See Beasts, by Eric Fitch Daglish.  
Characteristics in which beasts differ from other animals.
- (5) In My Zoo, by Paul Eipper.  
Experiences with captive animals by a man who loves them. Read in Chapter I how Paul Eipper makes friends with animals. About elephants, p. 97-109.
- (6) From Jungle to Zoo, by Lucille Mann.  
Adventures of a naturalist's wife collecting animals in various countries.
- (7) Wild Folk, by Samuel Scoville, Jr.  
Read Chapter II, "Black Bear".
- (8) Wild Animal Pets, by William and Irene Finley.  
Good stories and photographs of many animals.
- (9) At the Zoo and at Home, by James Lindsay McCreery  
Excellent pictures and descriptions for those who wish to make drawings.



- (10) The Book of Famous Horses, by Caroline Ticknor.  
Eighteen stories of horses famed in history.
- (11) The Kindred of the Wild, by Charles G. D. Roberts.  
More stories of bears, wild-cats, and deer in their natural habitat.
- (12) Wild Animal Interviews, by William T. Hornaday.  
Imaginary interviews in which forty animals and birds give their opinions of human beings. A book to help you understand the feelings of animals.
- (13) The New Natural History, Vol. I. G. P. Putnam's Sons.  
Read "The Story of the Elephant" by J. Arthur Thomson.
- (14) My Life with Animals, by George F. Morse.  
Mr. Morse was formerly Director of Boston Zoological Park. Some of the stories are about animals you have seen at Franklin Park.
- (15) Baldy of Nome, by Esther Birdsall Darling.  
A dog story.
- (16) Country Cousins, by Walter A. Dyer.  
Pleasant essays about animals and birds that live on or near the author's farm.
- (17) African Shadows, by Ugo Mochi.  
Beautiful silhouettes of 100 African animals in characteristic pose or action, accompanied by brief descriptions of appearance and habits.  
Useful to those who wish to make drawing portfolio.
- (18) Tales from Nature's Wonderlands, by William T. Hornaday.  
Chapter XXII tells about the pigmy elephant of Africa.
- (19) Bears, by Rose Fyleman.  
Information about all kinds of bears. See Ch. III, especially pages 27-30, about intelligence of bears.
- (20) The Grizzly, by Enos A. Mills.  
Experiences with the grizzly in the wilderness.  
For comparison of grizzly and black bear, see p.254-266.
- (21) Watched by Wild Animals, by Enos A. Mills.  
Read "The Black Bear-Comedian", p.98-112.

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Fifteen stories of horses famed in history.
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More stories of bears, wild-cats, and deer in  
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Read "The Black Bear-Comedian", p. 98-112.

- (22) Jungle Babies, by Mrs. Martin Johnson.  
True experiences with African animals. "Toto-Timbo", p.57-68, is about an elephant.
- (23) How Animals Talk, by William J. Long.  
See "On Getting Acquainted", p. 175-194.
- (24) On the Gorilla Trail, by Mary Hastings Bradley.  
Baboons and gorillas.
- (25) Minds and Manners of Wild Animals, by William T. Hornaday.  
More baboons and gorillas.
- (26) Animal Personalities, by Samuel Arthur Derieux.  
Elephants, p.222-233.
- (27) Paddlewings, the Penguin of Galapagos, by Wilfred S. Bronson. Mostly about penguins. Some good charts and sketches showing evolution of certain forms of sea life.
- (28) In Brightest Africa, by Carl E. Akeley.  
Interesting true experiences of a famous naturalist.
- (29) Beasts and Men, by Carl Hagenback.  
More information about elephants.
- (30) The Elephant Remembers, by Edison Marshall.  
Exciting fiction. Decide whether or not it is completely true to life.
- (31) Kari, the Elephant, by Dhan Gopal Mukerji.  
The experiences of the author, a native of India, with his own pet elephant.
- (32) Gay-Neck, by Dhan Gopal Mukerji.  
How the same author raised his pet pigeon, sent him from India to the war-zone, and got him back safely.
- (33) Bambi, by Felix Salten.  
The life story of a deer.
- (34) "They Make ' Em Behave", in Real Life Stories, Book One, by Theisen and Leonard. The psychology of training animals, p. 19-28.

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## Mastery Test A

From the list of words on the left, select those that most correctly complete the sentences. Before each selected word, place the number of the blank which it is intended to fill. Example :

- ( ) bear  
(1) otter  
( ) fox

The (1) was the first animal to swim down the river.

1.

- ( ) fear  
( ) friendliness  
( ) instinct  
( ) intelligence  
( ) suspicion  
( ) strength  
( ) curiosity  
( ) indifference

All animals are endowed with (1) for their own protection. Man, because of his superior (2) has a great advantage over the lower animals. Wild animals usually regard men with (3).

2.

- ( ) fear  
( ) strength  
( ) intelligence  
( ) instinct  
( ) chance

In time of danger, wild animals are moved by (1), while man relies chiefly on (2).

3.

- ( ) impatient  
( ) submissive  
( ) unsheltered  
( ) dependent  
( ) independent  
( ) patient  
( ) wild  
( ) sheltered

Domestic animals are usually (1) and (2). They customarily prefer (3) surroundings. Domestication overcomes the (4) spirit of most animals.

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All animals are endowed with (1) for their own protection. Man, because of his superior (2) has a great advantage over the lower animals. Wild animals usually regard man with (3).

(1) fear  
(2) intelligence  
(3) instinct  
(4) strength  
(5) superiority  
(6) indifference

2.

In time of danger, wild animals are moved by (1), while man relies chiefly on (2).

(1) fear  
(2) strength  
(3) intelligence  
(4) instinct  
(5) chance

3.

Domestic animals are usually (1) and (2). They are naturally (3) surroundings. Domestication overcomes the (4) spirit of most animals.

(1) impatient  
(2) submissive  
(3) unsheltered  
(4) dependent  
(5) independent  
(6) patient  
(7) wild  
(8) sheltered

4.

- ( ) intelligence
- ( ) obedience
- ( ) dislike
- ( ) affection
- ( ) fear
- ( ) strength
- ( ) control

Indian elephants are valued for their (1) and (2). An elephant usually feels (3) for his keeper. This has much to do with the keeper's (4) of his elephant.

5.

- ( ) affection
- ( ) dependence
- ( ) curiosity
- ( ) fear
- ( ) habit

Wild animals usually respond to man only through (1). Domestic animals respond because of (2). Tamed animals respond to man because of (3).

6.

- ( ) estimate fairly
- ( ) underrate
- ( ) overrate

Popular stories about animals are apt to (1) their thinking powers.

7.

- ( ) domestic
- ( ) wild
- ( ) tamed

Coaly Bay's actions proved him to be like most (1) animals.

8.

- ( ) Coaly Bay
- ( ) Moti Guj
- ( ) the bear

Of the three animals, we felt the greatest pity for (1); we were most amused by (2);

4.

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 ( ) wild  
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Of the three animals, we felt  
 the greatest pity for (1); we were  
 most amused by (2);

( ) Goely Bay  
 ( ) Mott Gul  
 ( ) the bear

9. Continued

- ( ) obedience                      Escape from death was accom-  
 ( ) strength  
 ( ) instinct                      plished through the combined (1)  
 ( ) intelligence                      of the man and (2) of the bear.

10. ( ) b. intelligent

- ( ) vary                      In their response to man's  
 ( ) never differ                      affection or authority, domestic  
    animals (1).

11. ( ) a. trustful

- ( ) wild                      Captive elephants are consider-  
 ( ) tamed  
 ( ) domestic                      ed (1) animals.

4. When bear was,      Mastery Test B      black bear is naturally

Make a check mark before the word or phrase which best completes the statement.

Example :

Horses of Arabian blood are generally

- ( ) a. capricious                      lions were caused by his great desire  
 ( ) b. trustful  
 (✓) c. beautiful  
 ( ) d. affectionate

( ) a. cruelty \_\_\_\_\_

1. Coaly Bay was by nature

- ( ) a. independent  
 ( ) b. ill-tempered  
 ( ) c. sullen

9.

Escape from death was accom-	obedience	(	)
plished through the combined (1)	strength	(	)
of the man and (2) of the bear.	instinct	(	)
	intelligence	(	)

10.

In their response to man's	vary	(	)
affection or authority, domestic	never differ	(	)
animals (1).			

11.

Captive elephants are consider-	wild	(	)
ed (1) animals.	tamed	(	)
	domestic	(	)

## Mastery Test B

Make a check mark before the word or phrase which best completes the statement.

Example :

Horses of Arabian blood are generally

(	)	a. capricious
(	)	b. timorous
(	)	c. beautiful
(	)	d. affectionate

1. Goaly Bay was by nature

(	)	a. independent
(	)	b. ill-tempered
(	)	c. willing

1. Continued
  - ☐ ( ) revengeful
2. Indian elephants are usually
  - ☐ ( ) a. obstinate
  - ☐ ( ) b. intelligent
  - ☐ ( ) c. whimsical
  - ☐ ( ) d. affectionate
3. When separated from his keeper, Moti Guj was
  - ☐ ( ) a. trustful
  - ☐ ( ) b. obedient
  - ☐ ( ) c. discontented
  - ☐ ( ) d. lazy
4. When near men, the American black bear is naturally
  - ☐ ( ) a. fearful
  - ☐ ( ) b. watchful
  - ☐ ( ) c. suspicious
  - ☐ ( ) d. indifferent
5. Coaly Bay's bad actions were caused by his great desire for
  - ☐ ( ) a. revenge
  - ☐ ( ) b. affection
  - ☐ ( ) c. cruelty
  - ☐ ( ) d. freedom
  - ☐ ( ) e. independence
  - ☐ ( ) f. curiosity

1. Continued

( ) a. revengeful

2. Indian elephants are usually

( ) a. obstinate

( ) b. intelligent

( ) c. whimsical

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3. When separated from his keeper, Moti Gul was

( ) a. terrified

( ) b. obedient

( ) c. discontented

( ) d. lazy

4. When near men, the American black bear is naturally

( ) a. fearful

( ) b. watchful

( ) c. suspicious

( ) d. indifferent

5. Coaly Bay's bad notions were caused by his great desire

for

( ) a. revenge

( ) b. affection

( ) c. cruelty

( ) d. freedom

6. Kipling's portrayal of the actions of Moti Guj is probably

- ( ) a. fairly accurate
- ( ) b. absolutely untrue
- ( ) c. strongly exaggerated
- ( ) d. slightly exaggerated

7. In reasoning power a highly intelligent animal

- ( ) a. is equal to a man
- ( ) b. is much like a very young child
- ( ) c. is far below the level of a young child
- ( ) d. has no ability

8. The tamed animal follows his human master because of

- ( ) a. affection
- ( ) b. fear
- ( ) c. intelligence
- ( ) d. instinct

9. Intelligence is more noticeable than instinct in

- ( ) a. wild animals
- ( ) b. domestic animals
- ( ) c. tamed animals
- ( ) d. men

10. A marked characteristic of all wild animals is

- ( ) a. strength
- ( ) b. independence
- ( ) c. cruelty
- ( ) d. curiosity

6. Kipling's portrayal of the actions of Mowgli is

probably

- ( ) a. fairly accurate
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- ( ) d. men

10. A marked characteristic of all wild animals is

- ( ) a. strength
- ( ) b. independence
- ( ) c. cruelty
- ( ) d. curiosity

11. Tamelessness means that an animal
- ( ) a. merely tolerates the presence of man
  - ( ) b. associates a person with getting food
  - ( ) c. takes some kind of pleasure in human company
  - ( ) d. will never harm a human being
12. Capacity for being tamed
- ( ) a. depends entirely on an animal's intelligence
  - ( ) b. is greatest in fully grown animals
  - ( ) c. is greatest in very young animals
  - ( ) d. is the same during the entire period of an animal's life
13. A chimpanzee on a stage, in evening dress, and smoking a cigarette
- ( ) a. is a humorous sight
  - ( ) b. is a demonstration of high animal intelligence
  - ( ) c. is a shameful abuse of man's power over animals
  - ( ) d. enjoys behaving like a man
14. Wild bears in cages beside automobile highways
- ( ) a. enjoy being sheltered and cared for by men
  - ( ) b. offer motorists an excellent opportunity for the study of wild life
  - ( ) c. are enduring unfair and cruel treatment
  - ( ) d. should be a matter of little concern to us

Mastery Test C

Repeat Vocabulary Pretest, see pages 25, 26, and 27.

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Mastery Test C

Repeat Vocabulary Pretest, see pages 25, 26, and 27.

## CHAPTER III

### UNIT 15: THE SPIRIT OF ADVENTURE

#### Statement of Unit II

Pirates, the sea, and buried treasure combine to furnish thrills for young persons in search of adventure. Treasure Island is an excellent example of a story read purely for pleasure and excitement, although many incidental learning-products may be acquired.

#### Delimitation of Unit II

##### Background. -- 1/

The sea has ever been a promising field for adventure. The mystery, variety of mood, the lure of unknown ports, and the secrets of ships powerfully draw the imagination.

Stories of buried treasure are as old as history, and still excite our interest.

Most striking to the reader are the tales of pirates who flourished two and three centuries ago. Among these murderous men grew up a picturesque tradition of speech and custom, patterned largely on the example of a few bold

1/ Further extension of historical background is provided for under optional activities.

III SETE

### CHAPTER III

#### UNIT II: THE SPIRIT OF ADVENTURE

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### UNIT II: THE SPIRIT OF ADVENTURE

#### Statement of Unit II

Pirates, the sea, and buried treasure combine to furnish thrill for young persons in search of adventure. Treasure Island is an excellent example of a story read purely for pleasure and excitement, although many incidental learning-products may be acquired.

#### Definition of Unit II

##### Background. -- I \

The sea has ever been a promising field for adventure. Its mystery, variety of mood, the lure of unknown ports, and the secrets of ships powerfully draw the imagination. Stories of buried treasure are as old as history, and still excite our interest.

Most stirring to the blood are the tales of pirates who flourished two and three centuries ago. Among these number one Robinson Crusoe grew up a picturesque tradition of speech and action, patterned largely on the example of a few bold

I \ Further extension of historical background is provided for under optional activities.

characters. <sup>1/</sup> The free life of the pirate attracted many in an age when free-booting went largely unpunished. Today, tales of buccaneers' exploits are enjoyed as an escape from the monotony of routine existence.

Narrative.--

Jim Hawkins by chance gains possession of a map showing the location of buried pirate treasure. Gaining the interest of a rich squire and a shrewd doctor, he becomes a member of their party, formed to seek the treasure.

Aboard the schooner, Hispaniola, Jim discovers a plot among the crew to capture the treasure and kill the leaders. Jim makes known the plot to his party, who manage to get to the stockade on Treasure Island with some supplies. A brush between the parties reduces the numbers on both sides. Jim escapes from the stockade, cuts loose the Hispaniola, and manages to beach her with the aid of the enemy, Israel Hands, whom he finally kills in self-defence.

Returning to the stockade, Jim is captured by the mutineers, who are in possession. John Silver, the leader of the mutiny, playing double, defends Jim. The pirates, dragging Jim along, locate the treasure cache according to the directions on the map, but find that it has already been rifled. The enraged pirates turn on Jim and Silver,

1/ See Treasure Island, by Robert Louis Stevenson. Longmans, Green and Company. New York. 1926. Comment on the Buccaneers, p.236-237.

characters. The free life of the pirate attracted many in an age when free-living was largely unthought of. Tales of prisoners' exploits are enjoyed as an escape from the monotony of routine existence.

### Narrative.

The narrative by chance gains possession of a map showing the location of buried pirate treasure. Gaining the interest of a rich pirate and a shrewd doctor, he becomes a member of their party, formed to seek the treasure. About the ship, meanwhile, the doctor discovers a plot among the crew to capture the treasure and kill the leaders. The doctor knows the plot to his party, who manage to get to the treasure on Treasure Island with some supplies. A clash between the parties reduces the numbers on both sides. The doctor escapes from the attack, and a lone the Hispaniola, and manages to beach her with the aid of the crew, and finally kills in self-defense.

Returning to the attack, the doctor is captured by the pirates, who are in possession. John Silver, the leader of the mutiny, playing double, betrays him. The pirates, finding him alone, leave the treasure cache according to the directions on the map, but find that it has already been rifled. The buried riches turn on the silver.

IV The Treasure Island, by Robert Louis Stevenson. London, Green and Company. New York, 1926. Comment on the characters, p. 235-236.

but, by the timely arrival of the doctor and the maroon, Ben Gunn, Jim is rescued, and Silver is permitted to join the doctor's party in return for his defense of Jim. The treasure, which had been previously dug up by Ben Gunn, is safely placed aboard the Hispaniola.

On the return trip, Silver escapes with a small amount of the treasure. The other members of the party return to England with their share of the booty.

Nautical information.-- 1/

1. Recognition of types of boats mentioned in Treasure Island.

2. Common nautical words

Knowledge of character and life.--

1. Acquaintance with a widened circle of assorted characters

2. Realization that extended acquaintance is usually necessary for just appreciation of character

Vocabulary mastery.-- 2/

Incidental Learning-products

Increased power of expression through

1. Vocabulary study

2. Oral and written reports

3. Acting a part in a play

1/ See vocabulary pretest, pages 55 and 56.

2/ Ibid., pages 57-61.

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### Vocabulary mastery. -- 2 \

Incidental learning-products

### Increased power of expression through

1. Vocabulary study

2. Oral and written reports

3. Acting a part in a play

1 \ See vocabulary pretest, pages 55 and 56.  
2 \ Ibid., pages 57-61.

#### 4. Drawing or constructing models

- a. Treasure Island
- b. Hispaniola or other sailing craft
- c. Characters of the story

#### Increased literary appreciation.--

1. Stevenson's ability to arouse the senses through vivid descriptions of weather, land, and sea.
2. Word portraits and thumb-nail sketches of characters

#### Historical background.-- 1/

1. Knowledge of the lives and exploits of the seventeenth and eighteenth century buccaneers
2. History of the development of sailing craft

#### Nautical information.-- 1/

1. Detailed knowledge of types of boats and sailing vessels
2. Nautical terms
3. Sailors' way of life
  - a. Work and discipline
  - b. Superstitions

### Unit Assignment II

#### Assignment II-1.--

##### 1. Vocabulary pretest:

Place in the parentheses before its correct definition the number of each word. A correct example is shown

1/ Knowledge beyond the requirements of the unit

## 4. Drawing or constructing models

- a. Treasure Island
- b. Hispaniola or other sailing craft
- c. Characters of the story

Increased literary appreciation.--

- 1. Stevenson's ability to arouse the senses through vivid descriptions of weather, land, and sea.
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Historical background.-- I \

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- 2. History of the development of sailing craft

Nautical information.-- I \

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- 2. Nautical terms
- 3. Sailors' way of life
- a. Work and discipline
- b. Superstitions

## Unit Assignment II

Assignment II-1.--

- 1. Vocabulary pretest:

Place in the parentheses before the correct definition the number of each word. A correct example is shown I \ Knowledge beyond the requirements of the unit

below.

Example :

1. hostage ( ) A vast army  
(1) A prisoner held for ransom

#### Section A

1. schooner ( ) A light ship's boat for oars or sails  
2. lugger ( ) A ship-rigged war vessel  
3. cutter ( ) A fore-and-aft rigged vessel, originally having two masts, but now often with three or more  
4. frigate  
5. bumboat  
6. jolly-boat ( ) A vessel carrying two or three masts with four-sided sails  
7. gig ( ) A boat used in peddling provisions and fruit among vessels in port or off shore  
8. man-of-war  
9. coracle ( ) A war vessel of a recognized navy  
( ) A small fore-and-aft rigged vessel with one mast  
( ) A small boat made by covering a wicker frame with hide or cloth  
( ) A double banked boat used by ships of war  
( ) A boat of medium size, usually hoisted at the stern of a vessel, and used for hack-work

below.

Example :

- 1. Hostage ( ) A vast army
- (1) A prisoner held for ransom

Section A

- 1. Schooner ( ) A light ship's boat for cars or sails
- 2. Logger ( ) A ship-rigged war vessel
- 3. Cutter ( ) A fore-and-aft rigged vessel, origin-ally having two masts, but now often with three or more
- 4. Frigate ( ) A vessel carrying two or three masts with four-sided sails
- 5. Bombard ( ) A boat used in peddling provisions and fruit among vessels in port or off shore
- 6. Jolly-boat ( ) A war vessel of a recognized navy
- 7. Sloop ( ) A small fore-and-aft rigged vessel with one mast
- 8. Man-of-war ( ) A small boat made by covering a wicker frame with hide or cloth
- 9. Corvette ( ) A double banked boat used by ships of war
- ( ) A boat of medium size, usually hoisted at the stern of a vessel, and used for back-work

## Section B

1. companion ( ) A large spar projecting forward from the stem of a vessel
2. gunwale ( ) One of the ropes regulating the angle at which a foresail is set
3. galley ( ) The ship's kitchen
5. cabin ( ) The lowest framework of a vessel
6. bow ( ) A spar serving as an extension of the bowsprit
7. hull ( ) An artificial basin to receive vessels
8. helm ( ) Forward part of a ship
9. forehold ( ) Front part of boat where the cargo is stored
11. mainstay ( ) A float dragged by a vessel to keep it from drifting
12. keel ( ) A passageway under a raised hatch
13. hawser ( ) The forward part of a ship where the crew lodge
14. jib-boom ( ) The body or frame of a vessel
15. bowsprit ( ) A horizontal piece of timber at the upper end of a mast
16. fore-sheet ( ) Anchor cable of a vessel
- ( ) The upper edge of a boat's side
- ( ) A room for officers and passengers
- ( ) The apparatus for steering a ship

## Section B

1. companion ( ) A large spar projecting forward from the stem of a vessel
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3. galley ( ) The ship's kitchen
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8. helm ( ) Front part of boat where the cargo is stored
9. forehold ( ) A float dragged by a vessel to keep it from drifting
10. cross-tree ( ) A passageway under a raised hatch
11. mainstay ( ) The forward part of a ship where the crew lodge
12. keel ( ) The body or frame of a vessel
13. bawser ( ) A horizontal piece of timber at the upper end of a mast
14. jib-boom ( ) Anchor cable of a vessel
15. bowsprit ( ) The upper edge of a boat's side
16. fore-sheet ( ) A room for officers and passengers
- ( ) The apparatus for steering a ship

- ( ) Ropes extending from the maintop  
to the foot of the foremast

### Section C

1. reverberation ( ) A marsh; fen
2. promontory ( ) A threatening attitude
3. configuration ( ) Act or state of agreeing; compliance
4. supplication ( ) A preliminary survey or examination
5. accoutrement ( ) Compensation for wrong, loss, or  
injury
6. predicament ( ) Waterproofed canvas used in various  
ways on boats
7. tarpaulin
8. reparation ( ) An unpleasant or trying situation
9. acquiescence ( ) Echo; reflection
10. morass ( ) Form; contour; figure
- ( ) Dress or equipment
- ( ) Prayer; entreaty
- ( ) A high point of land or rock pro-  
jecting into the sea

### Section D

1. imprecation ( ) A remote allusion or reference
2. escapade ( ) Obstruction; that which impedes
3. comeliness ( ) A prankish adventure
4. emissary ( ) Good looks; state of being pleasing  
to the eye
5. gibbet
6. supercargo ( ) Act of invoking evil upon anyone

( ) Ropes extending from the masttop  
to the foot of the foremast

Section C

- 1. reverberation ( ) A marsh; fen
- 2. promontory ( ) A threatening attitude
- 3. configuration ( ) Act or state of agreeing; compliance
- 4. supposition ( ) A preliminary survey or examination
- 5. ascertainment ( ) Compensation for wrong, loss, or injury
- 6. predicament ( ) Waterproofed canoes used in various ways on boats
- 7. tarpaulin ( ) An unpleasant or trying situation
- 8. reputation ( ) Echo; reflection
- 9. acquiescence ( ) Form; content; figure
- 10. morass ( ) Dress or equipment
- ( ) Prayer; entreaty
- ( ) A high point of land or rock projecting into the sea

Section D

- 1. impression ( ) A remote allusion or reference
- 2. passage ( ) Obstruction; that which impedes
- 3. comeliness ( ) A prankish adventure
- 4. embassy ( ) Good looks; state of being pleasing
- 5. gibbet ( ) to the eye
- 6. supercargo ( ) Act of invoking evil upon anyone

7. volubility ( ) Failure in duty; a forsaking;  
abandonment
8. dereliction ( ) Ease and smoothness in speaking
9. connoisseur ( ) Gallows from which criminals were  
hung after execution
10. assizes ( ) A competent judge in art or a matter  
of taste
- ( ) Officer in charge of commercial  
concerns of the voyage
- ( ) One sent out to further certain in-  
terests
- ( ) Periodic sessions of the English  
county courts

#### Section E

1. repugnance ( ) Skill; cleverness; expertness
2. miscellany ( ) An intricate or complicated situation
3. miscreant ( ) A secret hiding place
4. cache ( ) Kind regard; commendation
5. calumny ( ) A scoundrel
6. dexterity ( ) A mixture of various things
7. duplicity ( ) False accusation; slander
8. manoeuver ( ) Dislike; strong aversion
9. propulsion ( ) Deception; double dealing
10. estuary ( ) Act of moving with artful design;  
stratagem

7. volubility	( ) Failure in duty; a forsaking; abandonment
8. dereliction	( ) Ease and smoothness in speaking
9. connaisseur	( ) Galleys from which criminals were hung after execution
10. assizes	( ) A competent judge in art or a master of taste
	( ) Officer in charge of commercial concerns of the voyage
	( ) One sent out to further certain in- terests
	( ) Periodic sessions of the English county courts
Section X	
1. repugnance	( ) Skill; cleverness; expertness
2. miscellany	( ) An intricate or complicated situation
3. miscreant	( ) A secret hiding place
4. cache	( ) Kind regard; commendation
5. calumny	( ) A scandal
6. dexterity	( ) A mixture of various things
7. duplicity	( ) False suggestion; slander
8. manoeuvre	( ) Dislike; strong aversion
9. propulsion	( ) Deception; double dealing
10. artistry	( ) Act of moving with artistic design; strategy

( ) Wide lower part of a river affected by tides

( ) Act of impelling forward by applied force

## Section F

1. reiterate ( ) To call or summon

2. malingering ( ) To give up; surrender; yield

3. relinquish ( ) To repeat

4. con ( ) To feign ignorance; pretend not to look

5. extricate ( ) To ruin; destroy

6. scull ( ) To direct the steering of a vessel

7. ascertain ( ) To feign illness in order to avoid duty

8. yaw ( ) To free from difficulties; disentangle

9. recoil ( ) To propel a boat with an oar used

10. demolish at the stern

11. ingratiate ( ) To learn for a certainty; make sure of

12. connive ( ) To give untrue information

( ) To steer wild; deviate from course

( ) To secure the good will of people

( ) To draw back; spring back



## Section G

1. diabolical ( ) Capable of being borne; easily transported
2. incomprehensible ( ) Unerring; capable of making no mistakes
3. intolerable ( ) Coming and going at intervals
4. derisive ( ) Existing or happening at the same time
5. prodigious ( ) Artless; unaffected; undisguised
6. odious ( ) Not active, but acted on
7. portable ( ) Stubborn; inflexible; unyielding
8. infallible ( ) Enormous; marvellous; amazing
9. intermittent ( ) Insufferable; not to be borne
10. simultaneous ( ) Not capable of being understood
- ( ) Devilish; fiendish
- ( ) Detestable; repulsive
- ( ) Expressing ridicule or insult

## Section H

1. modulated ( ) Savagely brutal, cruel, or wicked
2. undulating ( ) Watchful on every side; cautious
3. incongruous ( ) Final; most remote
4. atrocious ( ) Happening before the usual time
5. phosphorescent ( ) Sly; secret; stealthy

## Section D

1. diabolical ( ) Capable of being borne; easily transported
2. incomprehensible ( ) Unerring; capable of making no mistakes
3. intolerable ( ) Coming and going at intervals
4. derivative ( ) Existing or happening at the same time
5. prodigious ( ) Artless; unaffected; undignified
6. odious ( ) Not active, but acted on
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8. inflexible ( ) Enormous; marvellous; amazing
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## Section H. Continued

6. ultimate ( ) Varied or inflected in tone
7. truculent ( ) Inharmonious; inconsistent; unsuitable
8. furtive ( ) Rolling; moving in waves
9. premature ( ) Of small importance; trifling
10. obsequious ( ) Emitting light without heat
11. circumspect ( ) Fierce; savage
- ( ) Having the manner of a slave
- ( ) Extraordinary in bulk; immense

## 2. Introductory discussion :

Have you ever had the wish, during the work and play of an ordinary day, that some adventure might befall you,- something entirely unexpected,- which would bring about a complete change in your daily life ? How many of you, if you had your choice, would welcome such adventure ? Why do most of us welcome adventure ?

What do most of us today have in our daily lives that satisfy somewhat our desire for adventure ? How does the radio satisfy the desire ? The theatre ? The movies ? Books ? Automobiles ? Trains ? Steamboats ?

Do you think our lives today are less varied and less exciting than the lives of young people two hundred years ago, or are they more so ? Give reasons for your opinion. Among the diversions which we have already mentioned, which

## Section B. Continued

6. Mixture ( ) Varied or interlarded in tone  
 7. Inharmonious ( ) Inharmonious; inconsistent; unsatisfactory  
 8. Turbative ( ) Rolling; moving in waves  
 9. Premature ( ) Of small importance; trifling  
 10. Obscure ( ) Emitting light without heat  
 11. Circumspect ( ) Wise; savage  
 ( ) Having the manner of a slave  
 ( ) Extraordinary in bulk; immense

## B. Introductory discussion :

Have you ever had the wish, during the work and play of an ordinary day, that some adventure might befall you, - something entirely unexpected, - which would bring about a complete change in your daily life ? How many of you, if you had your choice, would welcome such adventure ? Why do most of us welcome adventure ?

What do most of us today have in our daily lives that

satisfy somewhat our desire for adventure ? How does the

radio satisfy the desire ? The theatre ? The movies ? Books ?

Automobiles ? Trains ? Steamboats ?

Do you think our lives today are less varied and less

exciting than the lives of young people two hundred years

ago, or are they more so ? Give reasons for your opinion.

Among the diversions which we have already mentioned, which

were available to young people two centuries ago? Had young people of ancient times any forms of diversion not available to you today? Can you think of any interesting activities, other than forms of entertainment, that today you can neither witness nor take part in? If you had been living two hundred years ago, and were eager for adventure, toward what would you have turned your thoughts? Can you think of another activity that has interested man since the dawn of history, yet still occupies and excites people of today?

We are going to read Treasure Island for pure enjoyment of the thrills of an exciting adventure. After reading the story you may be able to decide whether the most pleasurable part of the adventure for you lay in (1) the unusual characters and their manner of speech and action; (2) the surprising plot of the story; or (3) the background of time and place against which the story is enacted.

#### Assignment II-2.--

Readings and questions.

Read Part I of Treasure Island entirely through for enjoyment. Then read the questions and attempt to answer them. If there are some that you cannot answer, re-read whatever parts you have forgotten, or consult your dictionary and the notes in the back of your book.

were available to young people two centuries ago? Had young people of ancient times any forms of diversion not available to you today? Can you think of any interesting activities, other than forms of entertainment, that today you can neither witness nor take part in? If you had been living two hundred years ago, and were eager for adventure, toward what would you have turned your thoughts? Can you think of another activity that has interested men since the dawn of history, yet still occupies and excites people of today?

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#### Assignment II-8.--

Readings and questions.

Read Part I of Treasure Island entirely through for enjoyment. Then read the questions and attempt to answer them. If there are some that you cannot answer, re-read whatever parts you have forgotten, or consult your dictionary and the notes in the back of your book.

Which of the details in the appearance of the old seaman strike you as unusual or mysterious ? What does his appearance suggest concerning his past life ? In what respects were his requirements for a home unusual ? Was his manner of passing his time remarkable in any respect ? What were his chief interests in life ? What did his behavior at the inn indicate of his character ? His stories told what of his character and past ? What did the conflict between the captain and Dr. Livesey show of the character of each ?

What did you like or dislike in the appearance of Black Dog ? Dr. Livesey's diagnosis of the captain's illness showed what of his ability ? Why do you think the treatment he prescribed was wise ?

What seemed to be the captain's greatest fear ? From his wandering speech can you gather any clues as to what he was thinking about ? What happened at the inn which made his conduct seem particularly offensive ?

On your first meeting with the blind man, what opinion did you form of him as you considered his appearance, his story, and his actions ? Why do you believe his errand was of terrific import to the captain ?

After the death of the captain, what were the dangers of Jim's and his mother's position ? Why did the townspeople refuse to help Jim and his mother ?

Which of the details in the appearance of the old seaman strike you as unusual or mysterious? What does his appearance suggest concerning his past life? In what respects were his requirements for a home unusual? Was his manner of passing his time remarkable in any respect? What were his chief interests in life? What did his behavior at the inn indicate of his character? His stories told what of his character and past? What did the conflict between the captain and Dr. Livesey show of the character of each?

What did you like or dislike in the appearance of Black Dog? Dr. Livesey's diagnosis of the captain's illness showed what of his ability? Why do you think the treatment he prescribed was wise?

What seemed to be the captain's greatest fear? From his wandering speech can you gather any clues as to what he was thinking about? What happened at the inn which made his conduct seem particularly offensive?

On your first meeting with the blind man, what opinion did you form of him as you considered his appearance, his story, and his actions? Why do you believe his errand was of terrific import to the captain?

After the death of the captain, what were the dangers of Jim's and his mother's position? Why did the townspeople refuse to help Jim and his mother?

What did the "black spot" turn out to be ? What clues to the mystery of their owner did the contents of the chest reveal ? Why was Jim's mother slow in counting out her dues ? What did the return and departure of the blind man indicate ? Do you think Jim had any right to take the oil-skin packet ? What reason did he give for taking it ? What made escape from the inn possible ?

What proved that Jim's curiosity was stronger than his fear ? The enemies of the captain seemed to be what sort of men ? How do you explain the leadership of the blind man ? What did their search of the inn indicate of their strength of purpose ? How did the whistle signal affect the ruffians and Pew ? Was the men's desertion of Pew purposeful or accidental ? How did you feel at the death of Pew ? How do you explain the escape of the men from the revenue officers ? Why was Jim's choice of Dr. Livesey as confidant a wise one ?

What did the squire's appearance indicate of his character ? How did Jim's story affect the squire and doctor ? What did the squire already know of Flint ? What immediate decision, made by the squire, revealed one of his characteristics ? The contents of the oil-skin packet revealed what easily interpreted clues, and what items that were not understood ? What did the squire plan to do ?

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Assignment II-3.--

Readings, exercises, and questions.

Read Part II of Treasure Island in the same manner as Part I, before considering the questions.

Pretend that you are Jim Hawkins waiting at the Hall for the trip to begin. Tell us of your feelings, plans, and preparations. As you read Squire Trelawney's letter, what opinion did you form of his abilities in the business of procuring ship and crew? Is the squire shrewd, or extremely gullible? How good are his reasons for satisfaction with his accomplishments? What individuals, if any, do you doubt? The Hispaniola, being a schooner, would have what distinguishing characteristics? Why was Bristol a well-chosen point of departure for their voyage? From your reading thus far, sum up your impression of the squire. Pretend that you are Jim Hawkins; describe your trip on the "mail" from the "Royal George" to Bristol.

Do such inns as "The Spyglass" exist today? If so, where? Why was Jim sure that Long John Silver was not the one-legged sailor feared by the captain? How well satisfied were you with Silver's attempt to catch Black Dog? What convinced Jim of Silver's sincerity? Why did Jim believe that Silver would be a capital shipmate? At this point, what is your opinion of Silver?

Why did Captain Smollett finally admit that the squire

Assignment II-3--

Readings, exercises, and questions.

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Part I, before considering the questions.

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fied were you with Silver's attempt to catch Black Dog?

What convinced Jim of Silver's sincerity? Why did Jim

believe that Silver would be a capital shipmate? At this

point, what is your opinion of Silver?

In your opinion which of the three complaints of Captain Smollett were justifiable ? Of what value were his suggestions for mending matters ? What very important secret information seemed to be known by the entire crew ? How do you believe they obtained this information ? On board ship, what man is responsible for the lives of all ? The conflict between Squire Trelawney and Captain Smollett left you feeling the more confidence in which man ? The doctor, intervening between them, showed what qualities ? What were the new arrangements, and how were they received by Long John ? Why did Jim side with the squire in his opinion of the captain ?

Pretending that you are Jim Hawkins, describe all the activities that you observed or took part in during the night before the ship's departure. Explain what the crew did when they began to "man the capstan bars". Why did this remind Jim of the old captain at the Admiral Benbow ?

What, generally speaking, were the three good points of the voyage ? What was the great mystery relating to Mr. Arrow, and how did it end ? What were the duties of the boatswain and the coxswain ? What were the accomplishments of Barbecue, and how did the crew feel toward him ? What can you tell of England, the pirate : The parrot, Captain Flint, had been at what places especially associated with piracy ? Captain Smollett finally admitted that the squire

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can you tell of England, the pirate: The parrot, Captain

Wint, had been at what places especially associated with

piracy? Captain Smollett finally admitted that the squire

had been right on what points ? On what terms were the two men during the trip ? Why did Jim believe the ship's crew to be badly spoiled ? How did Jim happen to get into the apple barrel ?

In the conversation overheard by Jim, what four pirate leaders were mentioned ? Which of these were historical characters ? What words of Silver's, heard by Jim before, made him realize at once the deception of Silver ? What did Silver mean by "gentlemen of fortune" ? What dissatisfaction did Israel Hands express ? Silver's plan for deferring the break between the two parties showed what of his cleverness ? Did Silver say anything that leads you to feel that he doubted his own crew ? What remark of Silver's showed that he would not stop at murder ? What saved Jim from discovery ? How did he know that some faithful hands were still aboard ?

How did Silver explain his knowledge of the island and its surroundings ? In what respect did Silver show considerable poise ? How did Jim get a chance to speak with the doctor ? How did the captain show tact and quick wit in effecting the cabin meeting ? What admirable characteristic of the squire's was shown by his first words on hearing Jim's story ? Who immediately outlined a plan of action ? What was the plan ? On how many men could Jim's side place reliance ?



Assignment II-4.--

Readings and questions.

Read Part III of Treasure Island.

Why did Jim's heart sink as he gazed upon the island next morning? Explain how the boat was "warped" around the corner of the island. What part in this activity was played by Long John? What seemed to Jim a very bad sign? On what did the doctor base his low opinion of the island? What signs of mutiny became more threatening? Why did Silver have reason to be anxious? How did the captain again show great capability in planning for action? How did Jim justify his desire to go ashore?

As Jim looked about him, what kind of country and life did he see? By what signs did Jim know that some of his shipmates were drawing near? What was Silver's explanation of the scream heard in the distance? What were Jim's feelings as he witnessed the monstrous deed of Silver?

Describe the extraordinary appearance of Ben Gunn. With what was his mind chiefly occupied? What led Jim to suspect that he was crazy? Why did Jim suddenly decide to tell truthfully of his own predicament? What points in Ben Gunn's rambling story were of importance to Jim? What did Jim mention as his greatest difficulty, and what suggestion was made by Ben Gunn? What surprised Jim into suddenly running toward the anchorage?

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Assignment II-5.--

Readings and questions.

Read Part IV of Treasure Island.

Why did the captain not head the Hispaniola out to sea, leaving the mutineers stranded? How did the doctor and Hunter manage to land without interference? Describe the situation and plan of the stockade. List separately its advantages and disadvantages. Why did the Captain believe one of the fore-castle hands was ready to join his side? What supplies were loaded aboard the jolly-boat? How was the surprised coxswain prevented from hindering them? Would it have been better for the doctor to destroy the gigs on his second trip? Why did he not do so? Why did he risk going back for a second boatload? How did the captain manage to get Abraham Gray back to his side?

What were the two main difficulties of the fifth trip ashore? How did Squire Trelawney prove his worth? What caused the first disaster? In what condition were men and supplies on landing?

What were the circumstances and outcome of the first brush with the enemy? What unlooked for stores were turned out of the captain's pockets? What were his first two acts within the stockade? Was it good policy to keep the flag flying above the fort? In what matter did the mutineers steal a march on the captain? Which members of



the ship's company were accounted for in the captain's log ?

In what respect was Ben Gunn more penetrating than Jim ? Why did he refuse to accompany Jim to the stockade ? After the bombardment ceased, what activities of the pirates did Jim watch from the shore trees ? Why did the white rock interest Jim ? What was Jim's impression of the inside of the stockade ? How did Captain Smollett keep up the morale of his group ? What supply that the doctor carried would be a rare treat to Ben Gunn ? The three chiefs decided upon what course of action ? What two conditions made the outlook unfavorable for the pirates ?

What quality did Silver display in his approach to the stockade ? How was his approach regarded by the captain ? Contrast the manner of the two men in their greeting and encounter. What occurrence, unknown to Jim's party, was revealed by Silver ? What was Silver's demand, and what terms would he make ? What three points were stressed by the captain in his refusal ? What characteristics of Silver's showed above his disappointment and rage ?

What preparations for immediate fighting were made within the stockade ? How were the tables suddenly turned for the worse ? The encounter exacted what price from each side ?

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What preparations for immediate fighting were made within the stockade ? How were the tables suddenly turned for the worse ? The encounter excited what price from each side ?

Assignment II-6.--

Readings and questions.

Read Part V of Treasure Island.

What series of events and circumstances gradually led Jim to embark upon his second escapade ? What plan did he evolve, and what precautions did he take ? Why was it a foolish plan, under the circumstances ? Why was Jim wise in heading for the east coast of the island ? What sight did he view from the ridge of the spit ? In what situation did Jim find the boat ? Describe the coracle. What new notion now took possession of Jim's mind and how did he set about carrying it out ?

What difficulties beset Jim in guiding the coracle ? Why was it dangerous to cut the taut hawser, and how was it accomplished ? What was apparently occurring within the schooner ? What was occurring on shore ? How did Jim know when the drunken guards realized their peril ?

When he awakened, what prevented Jim from paddling ashore ? His attempts at paddling produced what changes in the coracle's behavior ? From his study of the waves what did Jim discover ? How much propelling did he reason that he could successfully do ? What encouraged him to keep trying ? What discomfort began to make itself felt ? Beyond the Cape of the Woods, what surprising sight filled Jim with wonder ? How did Jim explain the erratic

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movements of the schooner? What new scheme occurred to Jim? How did Jim set about this plan? What aided him in finally achieving success? By what perilous means did Jim gain a footing on the Hispaniola? What became of the coracle?

In what condition did Jim find the two watchmen? What at first held Jim back from aiding Hands? The scene within the cabin and cellar told what of the pirates' activity? What characteristics did Jim show as he took command of the situation? Jim's sense of elation at his conquest was dulled by what one circumstance?

Why did Jim not immediately beach the Hispaniola? Why did he believe Hands' request to be but a pretext? How did Jim prove his suspicions to be well founded? Why did Jim consider his life safe for a time? In what manner was the navigation accomplished? Within the anchorage, what sad sight met Jim's eyes? How, according to Hands, could the ship, once beached, be gotten off safely? What caused Jim to forget to keep watch? What accident at first saved Jim? What circumstance prevented Jim from killing his enemy? Jim's plan of action changed suddenly through what accident? Through what means did he escape? What new activity of Jim's started Hands in fresh pursuit? How did Hands nearly take Jim in at last? What accident caused Hands' death?

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movements of the schooner? What new scheme occurred to him? How did Jim act about this plan? What aided him in finally achieving success? By what perils was he again a footling on the Hispaniola? What became of the

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How did Jim feel after the death of Hands ? What freed him from the dirk ? What did Jim do to make the ship safe, and how did he gain the shore ? Indicate on the map of Treasure Island the entire course which Jim had covered during his trip.

Why had Jim a right to feel elated ? As Jim approached the stockade, what circumstances filled him with wonder ? What reassured him as he drew nearer ? Who gave the alarm and what was its effect ?

#### Assignment II-7.--

Readings and questions.

Read Part VI of Treasure Island.

In what unexpected circumstances did Jim now find himself ? How did John Silver behave ? Was Silver honest in asking Jim to join them, or did his pleasant manner cover a threat ? How much did Silver reveal to Jim of what had actually happened ? Were Jim's revelations wise, or was he indiscreet in his outburst ? What strong characteristic of Jim's showed through his speech ? The men brought up what points against Jim ? What reason did Silver give for defending Jim ? What was his true reason ? In defending Jim, Silver took what chance ? While the men were in council, what new turn of plan did Silver reveal to Jim ? What did Jim and Silver really know of the doctor's reason for giving up the chart ?

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 freed him from the dirk? What did Jim do to make the  
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 council, what new turn of plan did Silver reveal to Jim?  
 What did Jim and Silver really know of the doctor's reason  
 for giving up the chest?

As Jim peered through the loop-hole, what could he see of the men in council? How did Silver's quick wit again save him when they "tipped" him the black spot? Give the four points stated by George against Silver, and Silver's reply to each accusation. What was Silver's last card, and what results did it achieve? What did Jim now understand to be Silver's game?

Describe Jim's feelings as he heard the doctor announced? Would you, in Dr. Livesey's place, have taken the trouble to treat the wounded pirates? What dangers threatened him on those visits? How did the men behave toward him? How was the doctor's request greeted by the men? What proposition was made by Silver? Did Silver completely hoodwink the men, or could they see what his game was? How did Silver manage to overcome their objections? Silver made what request of the doctor? What was the doctor's feeling toward Jim at this time? Jim was able to surprise the doctor with what information? Why was the doctor unable to make his warning to Silver perfectly plain? Did you understand the warning?

How did the pirates show their unfitness for a prolonged campaign? Silver was able to put the men into good humor with what news and suggestions? What worries and unsolved mysteries troubled Jim, as they started on the treasure quest? How were the members of the party equipped?



What was the condition of the gigs, and why were they taken along ? What was the principal guiding mark by the chart, and how well were the men in agreement concerning it ? What marked their procedure for the first half mile ? What was the advantage of the party formation ? What peculiarities marked their first gruesome discovery ? How were these interpreted by Silver ? Talk of Flint had what effect on the buccaneers ?

Describe the panorama viewed by the party as they rested. In what state of mind were the pirates ? How were they affected by the mysterious song ? To the pirates, what was the significance of "Fetch aft the rum, Darby" ? What argument of Silver's gave new courage to the terrified buccaneers ? Ben Gunn seemed to have what standing with the pirates ? How were the men affected as they neared the hiding place ? How did Jim interpret Silver's thoughts ? What scene greeted the men as they came to a halt ?

In what respect did Silver immediately show his superiority to the other pirates ? How did Jim regard his right-about face ? What is your own opinion of Silver at this point ? How did the men express their fury ? What would have happened next, had the musket shots not intervened ? What was the doctor's order, as they ran ? How was the adaptability of Silver again brought out by the surprising turn of events ? What had Ben Gunn accomplished

That was the condition of the ship, and why were they taken  
along? That was the principal thing said by the court.

and how well were the men in agreement concerning it?  
That turned their heads for the first time? What  
was the substance of the party formation? What position  
did they mark their first entrance discovery? How were these  
interrelated by Silver? That of which he had effect on  
the business?

Describe the various views of the party as they  
rested. In what state of mind were the prisoners? How were

they affected by the mysterious sound? To the witness,  
what was the significance of "John and the man, Harry?"  
What statement of Silver's was made by the witness?

Describe the various views of the party as they  
rested? How were they affected by the sound? What  
did they say? How did the prisoner Silver's thoughts?

What were the views of the men as they came to a halt?  
In what position did Silver immediately show his anger?

Fortify to the other parties? How did the witness see  
right-about face? What is your own opinion of Silver at

this point? How did the men express their feelings? What  
would have happened next, had the market shown any inter-

ested? What was the doctor's order, on May 1st? How  
was the apprehension of Silver again brought out by the

emphasizing form of evidence? That had the same accomplished

while alone on the island? What had been the doctor's double motive in giving up the stockade and treasure map? Why had the doctor that morning gone to the hiding-place? By what act had Ben Gunn shown surprisingly ready wit? What was done with the gigs? In what condition was the Hispaniola found, and what measures were taken for her safety? What was characteristic in the squire's greeting of Silver? Describe the scene within Ben Gunn's cave. In Jim's place, how would you have felt that night at supper?

What was remarkable about the collection of money? Do you believe that Silver would have been allowed to join the doctor's party? In what respect did the doctor and Silver disagree in respect to the three surviving mutineers? What was decided upon as the mutineers' punishment, and what was done to lighten their suffering? What penalty would they pay, if they reached England? Can you imagine and describe the feelings of the buccaneers as they watched the Hispaniola depart? For what port did the ship head? What does this indicate of the location of Treasure Island? What happened on board the Hispaniola while the doctor and the squire were ashore? Do you believe that Ben Gunn did well, or did he make a mistake in allowing Silver to depart? What became of the various members of the party?

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 depart? What became of the various members of the party?

What was finally known of Silver ? At the close of this adventure, what was Jim Hawkins' strongest feeling ?

Assignment II-8.--

Questions and exercises

1. Review and list briefly the main events of the story.
2. Tell clearly and briefly why you, in Jim's place, would have joined the expedition, or why you would have declined.
3. List events and circumstances of this story which would be today unusual or improbable, although typical of eighteenth century life.
4. Give a talk on Stevenson's idea of a pirate, based on descriptions and events in Treasure Island.
5. Give your own conception of a pirate, explaining any details in which you believe Stevenson erred in his description.
6. What character of the story have you found both detestable and admirable ? Explain clearly.
7. If you, like Jim Hawkins, were misled at first in regard to the worth of any of the characters, explain, naming the character and the actions which caused your misjudgment.
8. Which character of the story do you believe you will always most clearly remember ? Why ?

What was timely known of Silver? At the close of this adventure, what was Jim Hawkins' strongest feeling?

### Assignment II-B.--

#### Questions and exercises

1. Review and list briefly the main events of the story.
2. Tell clearly and briefly why you, in Jim's place, would have joined the expedition, or why you would have declined.
3. List events and circumstances of this story which would be today unusual or improbable, although typical of eighteenth century life.
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7. If you, like Jim Hawkins, were misled at first in regard to the worth of any of the characters, explain, naming the character and the actions which caused your mis-judgment.
8. Which character of the story do you believe you will always most clearly remember? Why?

9. Explain what has given you the greatest pleasure in the story. Consider (1) the action; (2) the pirates and their peculiar manners and language; (3) the far-off life of the eighteenth century; (4) sailing the Hispaniola; and (5) Stevenson's way of telling the story.

10. Have you gained greater pleasure from the readings and discussions about animals, or from the story of Jim Hawkins' adventures? If you have found within either unit, a phase of life or knowledge which you believe would repay further exploration or study, explain fully.

#### Pupil's Summary

Jim Hawkins, an English boy of the eighteenth century, lived in an age when piracy flourished, and the sailing of ships represented the height of adventure, for in those days, it was the one means of travel to distant lands, and was attended by many dangers.

By chance, Jim's father's inn, the Admiral Benbow, was chosen by the old pirate as a hide-out, where he sought to elude his former companions who hoped to gain possession of a map, which was the key to buried treasure stored by the notorious Captain Flint.

Jim, again by chance, gained possession of the map, which he confided to the care of Dr. Livesey and Squire Trelawney. The two latter became leaders in a party formed

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Jim, again by chance, gained possession of the map, which he confided to the care of Dr. Livesey and Squire Trelawney. The two latter became leaders in a party formed

to garner the treasure, and thus became the target for the buccaneers, who had previous knowledge of the existence of the map.

Jim was ever ready for adventure, and he experienced it in full, for the crew of the Hispaniola turned out to be a band of pirates. They were murderous ruffians, drunken and blasphemous, most of them ignorant and stupid, but all of them greedy.

Their leader, John Silver, on the contrary, was quick-witted and sociable. His superior intelligence enabled him to maintain the leadership, but he was treacherous and duped his followers whenever he saw a chance to further his own personal ends. He was the most cunning and untrustworthy character, but always civil, agreeable, and composed.

Among the other more important characters concerned in the adventure were: Jim himself, brave and venturesome, but often foolhardy; Cap'n Billy Bones, ugly and domineering; pleasant, shrewd Dr. Livesey; Squire Trelawney, impulsive, generous, and talkative; and Captain Smollett, a man of few words, but capable and commanding.

The exciting adventures encountered by Jim began when the pirates attacked his father's inn. Jim here showed bravery and great curiosity, which, throughout the series of adventures seemed always to overcome his caution. He

to garner the treasure, and thus became the target for the  
 buccanniers, who had previous knowledge of the existence of  
 the map.

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The exciting adventures encountered by Jim began when  
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 bravery and great audacity, which, throughout the series  
 of adventures seemed always to overcome his caution. He

showed shrewdness and quick wit when, without awakening suspicion, he managed to get word to his party of piracy among the crew. His adventure with Ben Gunn turned out to be amusing and not dangerous.

Obedience was not Jim's strongest quality, and this, combined with his venturesome spirit, led him into an adventure with the coracle. Here he showed great daring, and brought good fortune to his party, for he was able to secure control of the Hispaniola and sail it to a secure anchorage, unknown to the pirates. At this time, he encountered and triumphed over Israel Hands, as he was more nimble than the elderly and wounded pirate.

Jim was in his most dangerous predicament when he walked, unawares, into the pirates' stronghold. In this case, Silver's duplicity was Jim's good luck, for Silver's attempts to keep in with both parties saved Jim's life.

This story is especially interesting because, among all the older men in the story, no one is more important than Jim Hawkins, a very young boy. The odd characters and the far-away time and place add to the strangeness and the feeling of adventure.

of a series of cartoons.

8. Make a portfolio of drawings or paintings showing the chief types of sailboats, both ancient and modern.

See reference no. (1) below.



### Optional Activities

1. Construct a model of Treasure Island, using clay or a salt and flour mixture. Conform to the map and description in the book.

2. Make doll figures of the leading characters dressed in suitable costume.

3. Construct a model of the Hispaniola, conforming as closely as possible to details given by Stevenson. You may work alone, or as one of a group.

4. Construct a model of any type of sailing vessel that interests you. Explain its points to the class. Individual or group work.

5. Explain the following terms to the class, using blackboard diagram; (1) bowsprit, (2) foremast, (3) mainmast, (4) gaffs, (5) boom, (6) stays, (7) backstays, (8) shrouds, and (9) yards. See reference no. (3) below.

6. Draw a diagram of a full-rigged ship, accompanied by a key showing the name and position of each sail. See reference no. (3) below.

7. Depict the main action of Treasure Island by means of a series of cartoons.

8. Make a portfolio of drawings or paintings showing the chief types of sailboats, both ancient and modern.

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8. Make a portfolio of drawings or paintings showing the chief types of sailboats, both ancient and modern. See reference no. (1) below.

9. Make a collection of ship pictures including present-day and old-time sailing vessels and steamships. Arrange in groups by type, or in order of date. On this project you may work by yourself or become a member of a group.

10. Learn to tie a few sailors' knots, explaining the sailor's use of each. For exhibition purposes, join a group, each member to demonstrate a different knot.

11. Learn one or more sailor chanteys to sing to the class. Individual or group work. See reference numbers (23) and (24) below.

12. Make a dictionary of nautical terms found in Treasure Island. See reference numbers (3), (4) and (5) below.

13. Collect stories of the great pirates of history. Prepare a "Book of Pirates" describing the characters and activities of famous pirates.

14. Read Christopher Morley's interpretation of the "dead man's chest", and his idea as to the location of the Treasure Island. Explain why you agree or disagree with Mr. Morley. See reference no. (22) below.

15. Memorize and recite to the class "A Ballad of John Silver" by John Masfield. See reference no. (25) below.

16. Compose a ballad of "Treasure Island". Read it to the class.

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17. Prepare to read aloud to the class selected passages from Treasure Island that show how well Stevenson knew : (1) the countryside; (2) the sea, and (3) the weather, in all of its changing aspects.

18. Give a brief chalk-talk, explaining to the class the difference between fore-and-aft and square-rigged vessels. Name and describe the chief sailing vessels using each type of rigging, and those that use both. See reference numbers (4), (5), and (7) below.

19. Give a talk on "Some Famous Sailing Ships of the Past". Illustrations will add to the interest of your talk. See reference numbers (7) and (8) below.

20. Give a talk on the sailing of boats, explaining some of the things that can be learned from a book. See reference numbers (3) and (5) below.

21. Give a talk on sailors' customs and superstitions. See reference no. (4) below.

22. Give an account of one or more of the most interesting incidents in the history of piracy. See reference numbers (9) and (10) below.

23. In Treasure Island, allusions were made to the following places: the dry Tortugas, the Spanish Main, Savannah, Trinidad, "Offe Caraccas", Madagascar, Malabar, Surinam, Portobello, Goa, and Corso Castle. Locate these places and explain their significance in the history of

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piracy.

24. Write an original story based on the idea of buried treasure, and having pirates among the characters.

25. Give a talk about Robert Louis Stevenson.  
See reference numbers (26), (27), (28), (29), and (30).

26. Write one or more acts of a play based on Treasure Island.

27. Prepare to take a part in the play.

28. Read one or more of the stories or historical accounts among the books listed below :

(1) The Picture Book of Ships, by Gimmage and Craig. Helpful to those who are making portfolios or paintings. Twenty-four types of sailboats and sailing ships are pictured, p. 14-42.

(2) Tramps and Liners, by T.W. Van Metre.  
See Section I, "Sailing Vessels"; Chapter VI, "What Makes Them Go", p. 132-147.

(3) The Ship Book, by Dukelow and Webster.

Easy reading and much information. For the sails of a full-rigged ship, with diagram and key, see p. 212. See Chapter XVI for points on sailing a boat, p. 258-262. See Chapter XVIII for a sailor's dictionary, p. 266-272.

(4) The Book of the Sailing Ship, by Stanley

Rogers. Read Chapter VI for information on Square-riggers and Fore-and-afters, p. 64-75. Ship words

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and sea words, Chapter VII, p. 76-84. How things work on a ship, Chapter VIII, p. 85-96. How a ship sails, Chapter IX, p. 97-107. The crew and officers, Chapter X, p. 108-116. Sailors' customs and superstitions, Chapter XIII, p. 140-150.

(5) Sea Scout Manual, published by Boy Scouts of America. Information includes ships, seamanship, rigging, ground tackle, piloting, navigation, ship routine, signals, rules of the road, and nautical terms. Many good diagrams.

(6) The Romance of the Ship, by E. Keble Chatterton. For the final development of the sailing ship, see Chapter VII.

(7) The Romance of the Merchant Ship, by Ellison Hawks. Chapter IV tells of some famous sailing ships, p. 64-83. Chapter V describes types and rigs of sailing ships, p. 84-106.

(8) Pirate Ships Done in Models, by Peter Adams.

Accounts of famous pirates, their ships, and the ships which they captured. Directions for making models of ships in wood or cork, with paper sails.

(9) Barbary Rovers, by John Finnemore. An account of the Barbary corsairs from 1492 to 1830.

(10) Boy's Book of Pirates, by Henry Gilbert.

History of piracy and pirates from the time of Caesar to the last well-known pirate, Benito de Soto, in the

and see words, Chapter VII, p. 73-84. How things work on a ship, Chapter VIII, p. 85-96. How a ship sails, Chapter IX, p. 97-107. The crew and officers, Chapter X, p. 108-116. Sailors' customs and superstitions, Chapter XII, p. 140-150.

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(11) Back to Treasure Island, by Harold Augustus Callahan. The author believes that Stevenson intended to write a sequel to Treasure Island. How does this tale compare in interest with the work by Stevenson?

(12) Blackbeard, Buccaneer, by Ralph D. Paine. A story about Jack Cockrell, a young lad who lived in Charleston, when Blackbeard cruised the Spanish Main, two hundred years ago.

(13) Book of Pirates, by Howard Pyle. Thrilling pirate stories and pictures.

(14) Story of Jack Ballister's Fortunes, by Howard Pyle. A boy, kidnapped and sent to the Virginia Plantations in 1719, falls in with the pirate Blackbeard.

(15) Stolen Treasure, by Howard Pyle. With the buccaneers; Tom Chist and the treasure box; the ghost of Captain Brand.

(16) Pirate, by Sir Walter Scott. Remarkable incidents which took place in the wild islands of the Orkneys and Zetland.

(17) Jean Lafitte, Gentleman Smuggler, by M.V. Charnley. Compare this account with the current moving picture, "The Buccaneer".

(18) Buccaneers and Pirates of Our Coasts, by F. R. Stockton. Chiefly about the West Indies and the Spanish Main.

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(19) Red Rover, by J. F. Cooper

Sea adventures at the time of the French and Indian War.

(20) Mainsail Haul, by John Masefield.

Sailors' yarns of piracy and other sea stories.

(21) Old Brig's Cargo, by Henry A. Pulsford.

About a New England boy, treasure hunters, and an old brig's cargo in the days of sailing vessels, eighty years ago. Adventure, mystery, and humor.

(22) Hasta La Vista, by Christopher Morley.

Read Chapter II, "Spanish Main", in which Mr. Morley gives his ideas as to the interpretation of "the dead man's chest" and the location of Treasure Island. p.16-25.

(23) Sea Songs and Chanties, collected by W.B. Whall.

Ninety-one songs and ballads with music.

(24) Ballads and Sea Songs of Newfoundland, collected by Greenleaf and Mansfield. More than two hundred folk-songs from England, Ireland, and France, handed down by oral tradition. Many 17th and 18th century ballads with music.

(25) Hidden Treasures in Literature, Book One, by Cook, Norvell, and McCall. Read "The Ballad of John Silver" by John Masefield, p.260.

Books about Robert Louis Stevenson :

(26) Life of Robert Louis Stevenson for Boys and Girls, by J.M. Overton.

- (19) Red Rover, by J. F. Cooper  
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- (20) Watneall Ham, by John Massfield.  
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(27) The Life of Robert Louis Stevenson, by Sir

Graham Balfour.

(28) The Penny Piper of Sarum, by Stephen Chalmers.

(29) A Day with Robert Louis Stevenson, by Maurice

Clare.

(30) An Intimate Portrait of R.L.S., by Lloyd Osbourne.

### Mastery Test A

Place the number of each character before the quotation which describes or relates to him. A correctly marked example is shown below.

Example :

1. Captain Flint ( ) "A long, ill-looking, yellow-eyed
2. Dr. Livesey man of five-and-thirty".
3. Squire Trelawney (1) "He was the bloodthirstiest
- businessman that sailed".

- 
1. Billy Bones ( ) "A grain of devilry, a shadow
  2. Dr. Livesey of treachery in his expression
  3. Squire Trelawney as he craftily watched".
  4. Black Dog ( ) "An old, gray-haired, mahogany-
  5. Captain Flint faced sailor".
  6. Pew ( ) "A pale, tallowy creature,
  7. John Silver wanting two fingers of his left
  - hand".

8. Mr. Arrow

( ) "A tall, strong, heavy, nut-

9. Captain Smollett

brown man, his tarry pigtail

10. Ben Gunn

falling over the shoulder of

11. Israel Hands

his soiled blue coat".

( ) "With bright, black eyes, and pleasant manners".

( ) "Gabbling odds and ends of purposeless sea-talk".

( ) "Clothed with tatters of old ship's canvas and old sea-cloth".

( ) "He had a bluff, rough and ready face, all roughened and reddened and lined".

( ) "He was hunched....and wore a huge old tattered sea-cloak with a hood".

( ) "He was very tall and strong, with a face as large as a ham".

( ) "A brown old sailor, with earrings in his ears and a squint".

( ) "A sharp-looking man who seemed angry with everything on board".

8. Mr. Arrow
  9. Captain Smollett
  10. Ben Gunn
  11. Israel Hands
- ( ) "A tall, strong, heavy, nut-brown man, his hairy pigtail falling over the shoulder of his soiled blue coat".
- ( ) "With bright, black eyes, and pleasant manners".
- ( ) "Gabbling odds and ends of Portuguese sea-talk".
- ( ) "Clotched with tatters of old ship's canvas and old sea-cloth".
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### Mastery Test B

Place the number of the character before the adjectives which most outstandingly describe him.

Example :

- |                 |                  |
|-----------------|------------------|
| 1. Israel Hands | (1) treacherous  |
|                 | ( ) wise         |
|                 | ( ) hypocritical |

- 
- |                     |                 |
|---------------------|-----------------|
| 1. Bill Bones       | ( ) humane      |
| 2. Squire Trelawney | ( ) quarrelsome |
| 3. Dr. Livesey      | ( ) religious   |
| 4. Jim Hawkins      | ( ) talkative   |
| 5. Ben Gunn         | ( ) commanding  |
| 6. John Silver      | ( ) wise        |
| 7. Captain Smollett | ( ) bland       |
|                     | ( ) harmless    |
|                     | ( ) daring      |
|                     | ( ) ferocious   |
|                     | ( ) drunken     |
|                     | ( ) hot-headed  |
|                     | ( ) resourceful |
|                     | ( ) agreeable   |
|                     | ( ) cunning     |

## Mastery Test B

Place the number of the character before the adjective

which most outstandingly describe him.

Example :

1. Israel Hands	( ) treacherous
	( ) wise
	( ) hypocritical

---

1. Bill Bones	( ) humane
2. Spurio Trelawney	( ) quarrelsome
3. Dr. Livesey	( ) religious
4. Jim Hawkins	( ) talkative
5. Ben Gunn	( ) commanding
6. John Silver	( ) wise
7. Captain Smollett	( ) bland
	( ) harmless
	( ) daring
	( ) ferocious
	( ) drunken
	( ) hot-headed
	( ) resourceful
	( ) agreeable
	( ) cunning

Mastery Test B ☐ slow-witted

(Concluded) ☐ inquisitive

☐ obedient

4. The pirate crew in general were

☐ a. Thrifty

### Mastery Test C

Place a check mark before the group of words which most correctly completes the statement.

Example:

Jim's father's inn was called the

☐ a. Royal George

☐ b. Spy-Glass

☒ c. Admiral Benbow

☐ d. Bark

1. Jim's many successes were largely due to his

☐ a. Courage combined with good luck.

☐ b. Training in obedience.

☐ c. Remarkably brilliant mind.

☐ d. Physical strength and agility.

2. Compared to the rest of the crew John Silver was

☐ a. About their equal in intelligence.

☐ b. Keener in mind but untrustworthy.

☐ c. Far more trustworthy.

☐ d. Slow-witted and unskilled.

3. In appearance and manners Silver was

☐ a. Like the rest of the crew.

☐ b. More uncouth than the other seamen.

Mastery Test B ( ) slow-witted  
 ( ) impulsive  
 ( ) obedient

### Mastery Test C

Place a check mark before the group of words which most correctly completes the statement.

Example:

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( ) b. Keener in mind but untrustworthy.

( ) c. Far more trustworthy.

( ) d. Slow-witted and unskilled.

3. In appearance and manner Silver was

( ) a. Like the rest of the crew.

( ) b. More unusual than the other seamen.

3. continued.

( )c. Decidedly superior to the crew.

( )d. Equal to Dr. Livesey.

4. The pirate crew in general were

( )a. Thrifty and careful.

( )b. Steady and sober.

( )c. Shrewd and quick-witted.

( )d. Drunken and stupid.

5. The Hispaniola was a

( )a. Schooner

( )b. Frigate

( )c. Brig

( )d. Bark

6. The speech and actions of the pirates showed them to be

( )a. Well-trained seamen

( )b. Educated men of adventurous spirit

( )c. Men of fair intelligence and education

( )d. Ignorant ruffians

7. The pirates

( )a. Had a strict code of honor among themselves.

( )b. Were ever ready to double-cross each other for private gain.

( )c. Were seeking adventure more than riches.

( )d. Sought only their just portion of the treasure.

3. continued.

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8. The conflict between Dr. Livesey and Bill Bones revealed

- ( ) a. The doctor's disposition to take offence
- ( ) b. The doctor as the stronger character
- ( ) c. The doctor's fear of the captain
- ( ) d. The captain's hatred of the doctor

9. Terror was felt at the mere mention of the name of

- ( ) a. Captain England
- ( ) b. Bill Bones
- ( ) c. Captain Flint
- ( ) d. Blackbeard

10. To "man the capstan bars" meant to

- ( ) a. Climb to the crosstrees
- ( ) b. Sound for depth of water
- ( ) c. Turn the steering wheel
- ( ) d. Turn the windlass to bring up the anchor cable

11. The Hispaniola sailed out of

- ( ) a. Plymouth
- ( ) b. Bristol
- ( ) c. Liverpool
- ( ) d. London

12. "Fetch aft the rum, Darby" was

- ( ) a. The last sentence spoken by the pirate, Flint
- ( ) b. Ben Gunn's customary greeting
- ( ) c. The refrain of an ancient drinking song
- ( ) d. A common phrase heard from Silver's parrot

8. The conflict between Dr. Livesey and Bill Bones re-

vealed

( ) a. The doctor's disposition to take offense

( ) b. The doctor as the stronger character

( ) c. The doctor's fear of the captain

( ) d. The captain's hatred of the doctor

9. Terror was felt at the mere mention of the name of

( ) a. Captain England

( ) b. Bill Bones

( ) c. Captain Flint

( ) d. Blackbeard

10. To "man the capstan bars" meant to

( ) a. Climb to the crossbeam

( ) b. Sound for depth of water

( ) c. Turn the steering wheel

( ) d. Turn the winches to bring up the anchor cable

11. The Hispaniola sailed out of

( ) a. Plymouth

( ) b. Bristol

( ) c. Liverpool

( ) d. London

12. "Watch aft the run, Darby" was

( ) a. The last sentence spoken by the pirate, Flint

( ) b. Ben Gunn's customary greeting

( ) c. The refrain of an ancient drinking song

( ) d. A common phrase heard from Silver's parrot

13. In ancient times, convicted pirates were punished in England by

- ( )a. Confinement in dungeons
- ( )b. Hanging
- ( )c. Whipping in public
- ( )d. Torture on the rack

14. Among the minor conflicts in Treasure Island was the ill feeling which developed between

- ( )a. Jim Hawkins and Captain Smollett
- ( )b. Squire Trelawney and Dr. Livesey
- ( )c. Dr. Livesey and Captain Smollett
- ( )d. Captain Smollett and Squire Trelawney

15. Dissatisfaction with arrangements on board the Hispaniola was first voiced by

- ( )a. Dr. Livesey
- ( )b. Jim Hawkins
- ( )c. John Silver
- ( )d. Captain Smollett

16. Unmistakable evidence of mutiny aboard the Hispaniola was first discovered by

- ( )a. Tom Redruth
- ( )b. Jim Hawkins
- ( )c. Captain Smollett
- ( )d. Dr. Livesey

10. In recent times, convicted pirates were punished in

accordance with

11. The Government of the United States

12. The United States

13. The United States

14. The United States

15. The United States

16. The United States

17. The United States

18. The United States

19. The United States

20. The United States

21. The United States

22. The United States

23. The United States

24. The United States

25. The United States

26. The United States

27. The United States

28. The United States

29. The United States

30. The United States

31. The United States

32. The United States

33. The United States

17. Tipping Silver the "Black Spot" signified that
- ( ) a. Silver must hand over his share of the treasure
  - ( ) b. Silver must give up the leadership
  - ( ) c. Silver would be murdered
  - ( ) d. Silver was to be left behind
18. As a guide to the treasure cache, the oil-skin packet turned out to be
- ( ) a. Perfectly correct
  - ( ) b. Absolutely unreliable
  - ( ) c. Partly correct
  - ( ) d. Useful only to pirates with knowledge of the code
19. At the close of the adventure
- ( ) a. Silver was given a portion of the treasure and advised to depart
  - ( ) b. Silver stole all the treasure and departed
  - ( ) c. Silver disappeared with a small part of the treasure
  - ( ) d. Silver reached England, but was hanged for piracy
20. The survivors of the mutinous crew were finally
- ( ) a. Marooned on Treasure Island
  - ( ) b. Transported to England for trial
  - ( ) c. Hanged from the yard-arm
  - ( ) d. Transported to Trinidad

Mastery Test D

Repeat Vocabulary Pretest which includes nautical words and types of boats mentioned in Treasure Island. 1/

1/ See p. 55-61

Report Testimony Report which includes names of words and types of boats mentioned in Treasure Island.

Mystery Test 2

- (a. Transported to Trinidad)
  - (c. Hanged from the yard-arm)
  - (b. Transported to England for trial)
  - (a. Marooned on Treasure Island)
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Treasure

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## CHAPTER IV

### UNIT III: A WOMAN'S FAITH AND DEVOTION

#### Statement of Unit III

A young woman, rudely uprooted from her natural surroundings, her closest ties broken, experiences a life of hardship, pain, and disappointment, but through patient endurance, devotion, and faith, at length arrives at spiritual happiness, and achieves a nobility of character not possible to a life of merely pleasurable experience.

#### Delimitation of Unit III

### CHAPTER IV

#### Historical background.-- 1/

#### 1. America in the Middle 18th Century

##### a. Settled portions

The French had settled near the St. Lawrence River, in Acadia, later called Nova Scotia, and in Louisiana with scattered posts along the Great Lakes, Ohio, and Mississippi Rivers. They were struggling to maintain their grasp on the continent against the continued inroads of the English, whose colonies extended southward along the Atlantic, from Nova Scotia through Georgia. The Specialists  
1/ More detailed and complete knowledge is provided for under optional activities.

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still dominated in the far west. Stretching from the Rockies to the Appalachians was a vast wilderness inhabited by scattered Indian tribes and wandering herds of buffaloes, and other wild animals.

b. Primitive conditions of travel and communication

Travel was still difficult. Except for a few rough roads maintained between colonies, there were no highways. Mail deliveries between the scattered settlements, by coach or post-rider, were infrequent and uncertain. Boats, by river or sea, still served as the chief means of long-distance travel.

2. The French peasants in colonial America

The French peasants in Acadia were a simple, industrious, and home-loving people, neither desirous of war nor suspicious of treachery. Although they desired to remain loyal to France, the French government did little for them in return, and they became mere pawns in the struggle between England and France.

3. Friction between British and French in Acadia

The French and British settlers in Acadia had never dwelt harmoniously together. Indian attacks on the British were incited by the French. In revenge, attacks on French villages were made by the English. When Acadia became the British province of Nova Scotia, many French refused to take the oath of allegiance to Great Britain.

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The French and British settlers in Acadia had never dwelt harmoniously together. Indian attacks on the British were invited by the French. In revenge, attacks on French villages were made by the English. When Acadia became the British province of Nova Scotia, many French refused to take the oath of allegiance to Great Britain.

British authorities finally decided to end friction by removing the Acadians from the province, scattering them throughout the English colonies. The deportation actually took place in August, 1755.

#### 4. The Acadians in exile

a. A few settled in the various English ports of landing.

b. A large company formed a new settlement in Louisiana.

c. A number returned to Acadia in 1767.

d. Many spent their lives in searching for lost families and friends.

#### Narrative.--

With his beautiful daughter, Evangeline, Benedict Bellefontaine, an Acadian farmer, dwelt in contentment and prosperity near the village of Grand Pré. Evangeline grew up happily and at length was betrothed to the Acadian youth, Gabriel La Jeunesse.

Soon after the betrothal the men of Grand Pré were summoned to the village church by the British authorities, whose ships were lying in the harbor. Thus were the simple Acadians tricked into imprisonment where resistance was made impossible.

Within the church, the British commander announced to the stunned Acadians that they were prisoners of the English king, to whom their lands, dwellings, and cattle were now



forfeited; that they themselves were to be transported to other lands.

At the time of embarkation, through an added cruelty of chance, many families were separated, friends were forever parted. Some, thus separated, were never again united; others spent years searching for loved ones. Among these latter were Evangeline and Gabriel.

After many years of wandering, Evangeline joined other French exiles to journey down the Mississippi River to Louisiana, where they sought kinsmen and friends. As the party rested on the shore of an island, Gabriel passed them, unknowingly and unseen. At Basil's comfortable home, Evangeline grieved to find Gabriel gone, but in patience determined to follow him.

Evangeline traveled through Spanish towns to the Ozarks, often hearing of Gabriel. At a Jesuit mission, she remained a year, awaiting Gabriel's return, then patiently traveled northward to Michigan. There she found Gabriel's lodge deserted and in ruins. As the years glided on, Evangeline went to distant and widely separated places. She was seen in missions, camps, on battle-fields, in secluded towns, and in great cities.

Evangeline at length returned to the friendly city of the Quakers, there giving her love and devotion to others as a Sister of Mercy. When a pestilence fell on the city,



Evangeline, working among the poor and in the hospitals, on a Sabbath morning came upon the dying Gabriel. After a moment of recognition, and expression of mutual affection, Gabriel died. In submission, Evangeline bowed to God's will, and thanked Him for His mercy.

#### Appreciation of character.--

The course of Evangeline's life, and its eventually peaceful conclusion, were largely determined by the traits of character to which she gave the strongest expression through action:

1. Evangeline's extreme loyalty and devotion to Gabriel caused her to refuse suitable offers of marriage, and to endure extreme hardship and continued disappointment.

2. Evangeline's undimmed faith impelled her to search throughout a lifetime.

3. Evangeline's love did not become narrow and embittered, but gradually extended to include all human sufferers.

4. The merciful acts which Evangeline performed gradually healed her own wounded spirit, and at length created a character of rare nobility.

#### Development of understanding and sympathy.--

1. Much of the suffering in this world is needless and directly caused by "man's inhumanity to man".

2. Steady faith can carry a person through great difficulties which may arise in his progress through life.

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## Vocabulary mastery.--

(See words listed in vocabulary pretest.)

### Unit Assignment III-1.--

#### 1. Voice Incidental Learning-products

##### 1. Increased power of expression through

- a. Oral and written interpretations of various phases of the poem.
- b. Attempts to write original poetry in rhythm or vein of Evangeline
- c. Acting a part in a dramatization
- d. Dancing a French folk-dance
- e. Singing or playing French folk-songs
- f. Reproduction of Indian legends

##### 2. Knowledge of Indian lore

##### 3. Increased enjoyment of poetry

- a. Finding that poetry may be used to tell an interesting story of some length
- b. Recognizing beautiful pictures painted by the poet.
- c. Enjoying sounds and rhythms in words and lines
- d. Increased desire to read more poetry

##### 4. Literary appreciation

- a. Recognizing and understanding figures of speech
- b. Understanding of Biblical allusions

Vocabulary mastery. --

(See words listed in vocabulary present.)

## Incidental learning-problems

## 1. Increased power of expression through

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## 4. Literary appreciation

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## Section B

## Unit Assignment III

Unit Assignment III-1.--

## 1. Vocabulary pretest:

Place the number of each word in the parenthesis before its correct definition.

Example:

1. eerie ( ) An eagle's nest  
(1) Inspiring awe or fear

## Section A

1. Dryad ( ) A religious sect which settled in Pennsylvania
2. nepenthe ( ) Sudden; abrupt
3. Carthusian ( ) A magic potion giving forgetfulness of pain or sorrow
4. patriarch ( ) A wood nymph
5. vigil ( ) A burning candle
6. Druid ( ) Resonant; sonorous
7. mendicant ( ) A member of a very austere religious order
8. anchorite ( ) Father and founder of a family or tribe
9. precipitate ( ) One who practices beggary
10. vibrant ( ) A priest of the ancient Celts
- ( ) Wakeful attention; religious devotion
- ( ) One who seeks seclusion in a solitary place

## Unit Assignment III

Unit Assignment III-I.--

## I. Vocabulary pretest:

Place the number of each word in the parenthesis

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Example:

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## Section A

1. Dryad ( ) A religious sect which settled in Pennsylvania  
2. nepenthe ( )  
3. Carthusian ( ) Sober; abstinent  
4. patristic ( ) A magic potion giving forgetfulness  
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( ) One who seeks seclusion in a solitary place

## Section B

## Section B

1. oracular ( ) Particularly delicious or fragrant
2. fantastic ( ) Heavenly; divine
3. ambrosial ( ) Waving or fluttering in the breeze
4. primeval ( ) Forecasting the future
5. celestial ( ) Forgetful; unmindful
6. cumbrous ( ) Continuous; never ending
7. plaintive ( ) Belonging to the first ages
8. oblivious ( ) Hanging loosely
9. taciturn ( ) Expressing sadness or melancholy
10. pendulous ( ) Burdensome; unwieldy
- ( ) Grotesque; extravagantly fanciful
- ( ) Habitually silent

## Section C

1. dissonant ( ) Detestable; hateful
2. sonorous ( ) Sorrowful; hopeless
3. luminous ( ) Harsh sounding; full of discords
4. congealed ( ) Unceasing; uninterrupted
5. irascible ( ) Loud or full in sound
6. supernal ( ) Hideous; horrid to look upon
7. foreboding ( ) Seething; violently agitated
8. turbulent ( ) Shining; bright
9. incessant ( ) Predicting evil
10. disconsolate ( ) Hot-tempered; easily angered
- ( ) Of a higher plane or region; heavenly
- ( ) Changed from fluid to solid state

## Section B

1. exuberant ( ) Partially delicious or fragrant
2. fantastic ( ) Heavenly; divine
3. ambrosial ( ) Waving or fluttering in the breeze
4. primeval ( ) Foreboding the future
5. celestial ( ) Forgetful; unmindful
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10. dissociate ( ) Hot-tempered; easily angered
- ( ) Of a higher plane or region; heavenly
- ( ) Changed from fluid to solid state

## Section D

1. demoniac ( ) A teacher of children
2. abnegation ( ) A murmuring, buzzing, whistling sound
3. susurrus ( ) Quietness; stillness
4. incantation ( ) Possessed by evil spirits
5. myriad ( ) Behaviour; carriage for sin
6. flagon ( ) A sign; an emblem
7. mutation ( ) A spell or charm, spoken or sung
8. pedagogue ( ) Self-denial columns at regular
9. mandate ( ) A great number; innumerable
10. demeanor ( ) A particular kind of jug
9. colonnade ( ) Change or variation made by a corner
- ( ) An authoritative command; decree

## Section E

1. refluent ( ) Wild; raving; mad
2. presaged ( ) Unintelligible; not able to speak
3. benignant ( ) Dark or gloomy
4. inclement ( ) Drooping; losing strength
5. credulous ( ) Ebbing; flowing back separated from
6. assiduous ( ) Skillful; clever; apt
7. reverberant ( ) Foretold parents, or how did they
8. languishing ( ) Constant in attention friends on a
9. tenebrous ( ) Echoing; resounding encouraged during
10. inarticulate ( ) Kindly; gracious
- ( ) Inclined to believe on slight evidence

## Section D

1. demoniac ( ) A teacher of children
2. denegation ( ) A murmuring, buzzing, whistling sound
3. denigrate ( ) Guiltiness; evilness
4. denotation ( ) Possessed by evil spirits
5. deride ( ) Behaviour; carriage
6. diction ( ) A sign; an emblem
7. mutation ( ) A spell or charm, spoken or sung
8. pedagogues ( ) Self-denial
9. mandate ( ) A great number; innumerable
10. demenor ( ) A particular kind of joy
- ( ) Change or variation
- ( ) An authoritative command; decree

## Section E

1. derisive ( ) Wild; ravine; mad
2. deranged ( ) Unintelligible; not able to speak
3. derisive ( ) Dark or gloomy
4. derelict ( ) Drooping; losing strength
5. derelict ( ) Ebbing; flowing back
6. derisive ( ) Skillful; clever; apt
7. derisive ( ) Forefold
8. derisive ( ) Constant in attention
9. derisive ( ) Echoing; resounding
10. derisive ( ) Kindly; gracious
- ( ) Inclined to believe on slight evidence

( ) Severe; harsh

## Section F

1. contention ( ) The pledge of the marriage vow
2. embrasure ( ) Wave motion; ripples
3. imprecation ( ) A pre-historic animal
4. mien ( ) Repentance; sorrow for sin
5. tocsin ( ) Conduct; propriety
6. contrition ( ) Struggle; competition
7. dirge ( ) A series of columns at regular intervals
8. mammoth ( ) Bearing; appearance; manner
9. colonnade ( ) Inside enlargement made by a dormer window
10. undulation ( ) Curse; threat
- ( ) Funeral song
- ( ) An alarm bell or signal

## 2. Introductory discussion <sup>1/</sup>

### a. Questions

How many of you were ever accidentally separated from your parents or friends when in a strange place? What means did you use to find your parents, or how did they find you? If you were to start today with some friends on a

<sup>1/</sup> Pupil questions and contributions are encouraged during this presentation. Maps showing locations of early settlements are conveniently placed.

( ) Severe; harsh

## Section V

1. contention ( ) The pledge of the marriage vow

2. embarsure ( ) Wave motion; ripples

3. imprecation ( ) A pre-historic animal

4. mian ( ) Repentance; sorrow for sin

5. toocin ( ) Combat; property

6. contition ( ) Struggle; competition

7. dirge ( ) A series of columns at regular

## intervals

8. mammoth ( ) Basking; appearance; manner

9. colonnade ( ) Inside enlargement made by a corner

## window

10. undulation ( ) Curve; thrust

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## 2. Introductory discussion

## a. Questions

How many of you were ever accidentally separated from

your parents or friends when in a strange place? What

means did you use to find your parents, or how did they

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IV. Final questions and contributions are encouraged during  
 this presentation. Maps showing locations of early  
 settlements are conveniently placed.

journey, and unluckily became lost, what would you do in order to find your friends? If, on a trip, your parents and you accidentally boarded different boats whose destinations were unknown to you, what means of locating and communicating with your parents could you use? What means of finding lost friends and relatives could be used by American colonists two hundred years ago? What occurrence in colonial times did actually separate members of families from each other, and friends from friends, so that many of them never found their loved ones again? Why would such an occurrence be most unlikely, if not impossible today?

b. Historical background 1/

Just a few years before the Pilgrims came to America, there settled on the picturesque, tide-swept peninsula of Nova Scotia a band of hardy peasants from the northern part of France. They called their new home Acadia, after the Indian word which means Land of Plenty, for the deep forests of pine and hemlock provided meat and fur in abundance, and the vast stretches of dikeland meadows yielded rich crops of flax and hay.

To this same peninsula, early in the eighteenth century came Scotch settlers from Great Britain. Fearful lest the French gain too strong a foothold in this Western Paradise, the English had settled in Halifax directly across the peninsula from the French fort at Port Royal. Between these two strongholds lay the little French village of Grand-Pré, destined to become a historic landmark in the great war that followed. Its inhabitants were peace-loving, gentle folk, tending their fields and their flocks while these two great nations secretly plotted against each other.

During the French and Indian War-so called, you remember, because the French and Indians fought together against the English- Acadia became the scene of frequent raids and massacres. In revenge for the Indian massacres of English

1/ Cook, Norvell, and McCall, Hidden Treasures in Literature, Book Two. Harcourt, Brace and Company. N.Y. 1935. p.217-218.

journey, and unlikely become lost, what would you do in order to find your friends? If, on a trip, your parents and you accidentally boarded different boats whose destinations were unknown to you, what means of locating and communicating with your parents could you use? What means of finding lost friends and relatives could be used by American colonists two hundred years ago? What occurrence in colonial times did actually separate members of families from each other, and friends from friends, so that many of them never found their loved ones again? Why would such an occurrence be most unlikely, if not impossible today?

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To this same peninsula, early in the eighteenth century came Scotch settlers from Great Britain. Their first settlement was a stronghold in the Western Peninsula, the English had settled in Halifax directly across the peninsula from the French fort at Port Royal. Between these two strongholds lay the little French village of Grand-Pré, destined to become a historic landmark in the great war that followed. Its inhabitants were peace-loving, gentle folk, tending their fields and their flocks while these two great nations secretly plotted against each other.

During the French and Indian War, so called, you remember, because the French and Indians fought together against the English-Acadia became the scene of frequent raids and massacres. In revenge for the Indian massacres of English

colonists, which the English said had been incited by the French, Acadia was pillaged in 1696, its dikes were destroyed, its houses and barns burned to the ground, and all the horses and cattle killed. A great many of the inhabitants were imprisoned. It was small wonder, then, that the Acadians learned to hate the British and remained loyal to the French.

At the end of the French and Indian War, won by the English, Acadia became a province of Great Britain. Nova Scotia, it was called henceforth, meaning New Scotland, and Acadia was erased from the map. The French inhabitants of the peninsula were forced to swear an oath of allegiance to England. It was not easy for the Acadians to renounce their fatherland. Some of them refused and escaped to the forest where they made friends with the Indians and induced them to attack English settlements. The English officers stationed at Halifax grew tired of the continual friction between the Acadians and the English government, and, finally branding them as traitors and outlaws, made secret plans for their exile. Only in this way, argued the officers, could they end their stubborn French loyalty. Only by scattering them over the American colonies could their proud resistance be broken.

Consequently, on August 15, 1755, a small fleet of ships sailed into the harbor of Grand-Pré and dropped anchor. It was just at harvest time; the barns were sweet with new-mown hay and the orchards were heavy with apples. No hint of the hostile mission of the ships was let fall by the British, for fear the outraged Acadians would burn and destroy their dikes. All the men of the village were summoned to the Church of St. Charles to hear the King's orders for their deportation. Their lands and their crops and their cattle were confiscated by the Crown, and they were permitted to take with them only their personal belongings. The next morning, one thousand Acadian peasants; men, women, and children--were hurried into the ships in the harbor. In the excitement, children were separated from their parents, and husbands and wives accidentally boarded different boats, bound for different destinations-- Boston, New York, Connecticut, and South Carolina. Some of the families thus separated were never again united. Others spent years searching for their loved ones. Some of the Acadians escaped into the forests; some were lost at sea, as they sought to swim ashore. Some died of disease before they reached port. A few settled down quietly in the communities into which they were dropped. Some tried to find their way back to their homeland on foot. A large body of them made their way to Louisiana, far beyond the boundaries of English rule, and started a new French settlement. In 1767, a group of Acadians met in Boston and journeyed back to Nova Scotia, where they became English

colonists, which the English said had been incited by the French. Acadia was pillaged in 1696, its dikes were destroyed, its houses and barns burned to the ground, and all the horses and cattle killed. A great many of the inhabitants were imprisoned. It was small wonder, then, that the Acadians learned to hate the British and remained loyal to the French.

At the end of the French and Indian War, won by the English, Acadia became a province of Great Britain. Nova Scotia, it was called henceforth, meaning New Scotland, and Acadia was erased from the map. The French inhabitants of the peninsula were forced to swear an oath of allegiance to England. It was not easy for the Acadians to renounce their fatherland. Some of them refused and escaped to the forest where they made friends with the Indians and induced them to attack English settlements. The English officers stationed at Halifax grew tired of the continual friction between the Acadians and the English government, and finally branding them as traitors and outlaws, made secret plans for their exile. Only in this way, argued the officers, could they end their stubborn French loyalty. Only by scattering them over the American colonies could their proud resistance be broken.

Consequently, on August 15, 1755, a small fleet of ships sailed into the harbor of Grand-Pre and dropped anchor. It was just at harvest time; the barns were sweet with new-mown hay and the orchards were heavy with apples. No hint of the hostile mission of the ships was let fall by the British, for fear the outraged Acadians would burn and destroy their dikes. All the men of the village were summoned to the Church of St. Charles to hear the King's orders for their deportation. Their lands and their crops and their cattle were confiscated by the Crown, and they were permitted to take with them only their personal belongings. The next morning, one thousand Acadian passengers, men, women, and children--were hurried into the ships in the harbor. In the excitement, children were separated from their parents, and husbands and wives accidentally boarded different boats, bound for different destinations--Boston, New York, Connecticut, and South Carolina. Some of the families thus separated were never again united. Others spent years searching for their loved ones. Some of the Acadians escaped into the forests; some were lost at sea, as they sought to swim ashore. Some died of disease before they reached port. A few settled down quietly in the communities into which they were dropped. Some tried to find their way back to their homeland on foot. A large body of them made their way to Louisiana, far beyond the boundaries of English rule, and started a new French settlement. In 1767, a group of Acadians met in Boston and journeyed back to Nova Scotia, where they became English

subjects in the land of their birth. And in 1921, one hundred and sixty-six years after the exile of their ancestors, a group of American descendants went on a pilgrimage to Grand Pré and made arrangements for the erection of a memorial hall on the site of the old church, in which, behind locked doors, their forefathers had listened to the terrible edict of banishment. So ends one of the most pathetic chapters in American history, a chapter made famous by Longfellow's "Evangeline".

c. How Evangeline came to be written 1/

One day in the early 1840's, Nathaniel Hawthorne, a struggling young author who had not yet written "The Scarlet Letter", which was to make him famous, invited a friend to call with him at the Craigie House, the home of Henry Wadsworth Longfellow, professor of literature at Harvard. His friend, the rector of St. Matthew's Protestant Episcopal Church, told them a story he had but recently heard from Nova Scotia about a popular maiden less than twenty years old who had been separated from her lover on the morning of the Acadian deportation back in 1755, and had spent the greater part of her life trying to find him. When they were both old, she came upon him dying in an alms-house in Philadelphia. It was a true story which had been handed down from father to son. Longfellow was moved by it, and when the Rev. Mr. Horace Connolly said, "I've been trying to get my friend here to use the plot for a story", he turned to Hawthorne and said, "If you don't want it for a story, I would like to use it for a poem". Hawthorne agreed to let Longfellow use the idea. Later in his Journal, Longfellow wrote:

November 28, 1845: Set about "Gabriel", my idyll in hexameters in earnest. I do not mean to let a day go by without adding something to it.

December 7. I know not what name to give it-- not my new baby, but my new poem. Shall it be Gabrielle, Celestine, or Evangeline?

Evangeline it turned out to be, and it was published October 2, 1847....It has been read and enjoyed by each generation of school children ever since.

Assignment III-2.--

Readings, questions, and exercises.

Have you ever stood in a grove of pine trees, listening  
1/ Op. cit., p. 218.



to the murmuring branches in the wind ? Did it seem to you that these trees might be whispering a story to each other ? Have you listened to the sounds made by ocean waves on a rocky shore ? What were your feelings as you listened to the moaning of the ocean ? If we should visit Grand Pré today, what would we see that the Acadian peasants also looked upon, two centuries ago ?

As you listen to the reading of the poem, try to think of it as being sung to you by the sad voices of the ocean and the pines.

(Prelude is read by teacher or prepared pupils.) 1/

Imagine that we are going to visit Grand Pré. As we enter the harbor, time turns back two hundred years. Let us observe keenly, in order not to miss any of the interesting sights and sounds, as we walk about the little village.

Read Section I, Part the First.

As you enter the harbor of Grand Pré, observe the variety of the surrounding scene. Describe to the class what you see, mentioning :

Mount Blomidon

The Basin of Minas

Gaspereau River

Fields and orchards

Dikes

Meadow and forest lands

As you approach the village, what do you notice about

1/ Reading of the selection "Evangeline" will be done orally in the classroom by the teacher and prepared pupils. This is a departure from the treatment of the literary selections on which Units I, II, and IV, are based.

to the murmuring branches in the wind? Did it seem to you that these trees might be whispering a story to each other? Have you listened to the sounds made by ocean waves on a rocky shore? What were your feelings as you listened to the murmuring of the ocean? If we should visit Grand Pré today, what would we see that the Acadian peasants also looked upon, two centuries ago?

As you listen to the reading of the poem, try to think of it as being sung to you by the sad voices of the ocean and the pines.

(Prelude is read by teacher or prepared pupils.)

Imagine that we are going to visit Grand Pré. As we enter the harbor, time turns back two hundred years. Let us observe keenly, in order not to miss any of the interest and sights and sounds, as we walk about the little village.

Read Section I, Part the First.

As you enter the harbor of Grand Pré, observe the variety of the surrounding scene. Describe to the class what you see, mentioning:

Mount Richmond	The Basin of Minas
Gaspereau River	Fields and orchards
Dikes	Meadow and forest lands

As you approach the village, what do you notice about

The reading of the selection "Evening" will be done orally in the classroom by the teacher and prepared pupils. This is a departure from the treatment of the literary selections on which Units I, II, and IV, are based.

the appearance of the houses? How do they differ from any you have seen before? It is sunset as you pass through the village street. What are the villagers doing? Describe the procession of villagers whom you see returning from the village church on Sunday. How does Evangeline look as she walks home from church? You are invited to spend a day on the farm of Benedict Bellefontaine. What do you see and do while there? As you watch the village children at play, what amusements do you notice that are different from yours? What games do they play that you also enjoy?

Assignment III-3.--

Read Section II, Part the First

Pretend that you are an Acadian boy or girl in the ancient village of Grand Pré:

What are you doing about the farm, or in the home, near the close of a late summer's day? What diversions do you observe the older men enjoying during the summer evenings? What more serious matters sometimes claim their attention? Quote differing opinions of the farmers, as to the importance of these matters.

Read Section III, Part the First

If you were an Acadian boy or girl, why would you be fond of Rene LeBlanc? What harrowing experiences had he passed through? Tell Rene LeBlanc's story of the pearl necklace. Explain why you agree or disagree with him in

the appearance of the houses? How do they differ from any you have seen before? It is sunset as you pass through the village street. What are the villagers doing? Describe the procession of villagers whom you see returning from the village church on Sunday. How does Evangeline look as she walks home from church? You are invited to spend a day on the farm of Benedict Bellefleur. What do you see and do while there? As you watch the village children at play, what amusements do you notice that are different from yours? What games do they play that you also enjoy?

### Assignment III-3.--

Read Section II, Part the First

Pretend that you are an Acadian boy or girl in the

ancient village of Grand Pré:

What are you doing about the farm, or in the home, near the close of a late summer's day? What diversions do you observe the older men enjoying during the summer evenings? What more serious matters sometimes claim their attention? Quote differing opinions of the farmers, as to the importance of these matters.

Read Section III, Part the First

If you were an Acadian boy or girl, why would you be fond of René LeBlanc? What harrowing experiences had he passed through? Tell René LeBlanc's story of the pearl necklace. Explain why you agree or disagree with him in

regard to the triumph of justice. What do you think of the Acadian custom of making legal record of the bride's dower at the time of betrothal ? Why did the evening guests depart at nine o'clock ?

Assignment III-4.--

Read Section IV, Part the First

Pretend that you are an Acadian youth or maiden and tell how you spent the morning at the betrothal celebration. How do you think the women felt as the soldiers marched in to the church with loud drums, and the doors closed ? Give your account of what happened in the church, pretending that you are one of the following characters: (1) The commander of the King's soldiers, (2) Basil, the blacksmith, (3) Father Felician. How do you know that the men were deeply affected by Father Felician's rebuke ? What do you believe were the feelings of the Acadians as they sang the Ave Maria ? (Class may listen to the phonograph record of the Bach-Gounod or Schubert "Ave Maria".) If you had been Evangeline, how would you have felt as you waited outside in the churchyard ? Can you imagine how the thoughts and feelings of the Acadian peasants changed during the course of that day ? Recall in your own experience a day that started out with great joy and expectation; then suddenly ended in unexpected sadness. What did Evangeline think of that comforted her at this time ?

regard to the triumph of justice. What do you think of the Arabian custom of making legal record of the bride's dowry at the time of betrothal? Why did the evening guests depart at nine o'clock?

### Assignment III-4.--

Read Section IV, Part the First

Pretend that you are an Arabian youth or maiden and tell how you spent the morning at the betrothal celebration. How do you think the women felt as the soldiers marched in to the church with loud drums, and the doors closed? Give your account of what happened in the church, pretending that you are one of the following characters: (1) The commander of the King's soldiers, (2) Basil, the blacksmith, (3) Father Yelidian. How do you know that the men were deeply affected by Father Yelidian's rebuke? What do you believe were the feelings of the Arabians as they saw the Ave Maria? (Oliss may listen to the phonograph record of the Bach-Gounod or Schubert "Ave Maria".) If you had been Evangelina, how would you have felt as you waited outside in the courtyard? Can you imagine how the thoughts and feelings of the Arabian peasants changed during the course of that day? Recall in your own experience a day that started out with great joy and expectation; then suddenly ended in unexpected sadness. What did Evangelina think of that comforted her at this time?

Assignment III-5.--

Read Section V, Part the First.

What most impressed you as the Acadians marched forth from the church? How did Evangeline feel when she saw Benedict's changed countenance? What did she do? Can you explain the change that had taken place in Benedict? Imagine that you are an Acadian peasant; man, woman, or child; describe the scene of embarkation, telling what happened to you at the time. If you had been walking along the shore, or in the village streets, what would you have seen? As an Acadian settler, describe your feelings as you gaze upon your burning home and village. What reason have you to think that Father Felician was deeply moved at the plight of his people? Why did the funeral by the sea seem a fitting service for Benedict? Why was it unusually sad? Thus far, what evidences of unusual strength of character has Evangeline shown?

Assignment III-6.--

Read Sections I and II, Part the Second.

How have the Acadians fared in the many years since the burning of Grand Pré? How has Evangeline spent her time, and in what places? What were the reports of Gabriel? In what ways would it have been better for Evangeline if she had listened to the advice of her friends?

Assignment III-B---

Read Section V, Part the First.

What most impressed you as the Acadians marched forth from the church? How did Evangeline feel when she saw Benedict's changed countenance? What did she do? Can you explain the change that had taken place in Benedict? Imagine that you are an Acadian peasant; man, woman, or child; describe the scene of embarkation, telling what happened to you at the time. If you had been walking along the shore, or in the village streets, what would you have seen? As an Acadian settler, describe your feelings as you gaze upon your burning home and village. What reason have you to think that Father Pelletier was deeply moved at the sight of his people? Why did the funeral by the sea seem a fitting service for Benedict? Why was it unusually sad? Thus far, what evidences of unusual strength of character has Evangeline shown?

Assignment III-B---

Read Sections I and II, Part the Second.

How have the Acadians fared in the many years since the burning of Grand Pré? How has Evangeline spent her time, and in what places? What were the reports of Gabriel? In what ways would it have been better for Evangeline if she had listened to the advice of her friends?

Why was she cheered by Father Felician's advice ? In what ways do you think that Evangeline has shown courage ?

Imagine that you are an Acadian floating down the Ohio and Mississippi. What strange and beautiful scenes,- birds, animals, and trees,- do you look upon ? Why does the boatman blow a blast on his bugle in the night ? How do the Acadians amuse themselves as they float downstream ? What do you think Gabriel's thoughts are, as he rows northward on his hunting expedition ? Why does Evangeline have reason to feel especially happy at this time ?

Assignment III-7.--

Read Section III, Part the Second.

Which home do you think more comfortable and beautiful, the house of Basil in Louisiana, or that of Benedict in Acadia? How do the Louisiana home surroundings differ from those of Acadia ? What do you imagine are the feelings of Basil as he unexpectedly meets so many of his former friends ? What do you think the reunited Acadians talk of at the evening meal ? Judging from Basil's speech, what changes, if any, have taken place in his character or opinion ? In what way does the evening party resemble a former celebration of the Acadians ? What are Evangeline's feelings as she gazes on the scene ? Explain why she leaves the gathering. As Evangeline once more renews her search, who assists her, and what have they to guide them ?

Why was she cheered by Father Zerkow's advice? In what

ways do you think that Evangelina has shown courage?

Imagine that you are an Acadian floating down the Ohio

and Mississippi. What strange and beautiful scenes -- birds,

animals, and trees -- do you look upon? Why does the

postman blow a blast on his bugle in the night? How do

the Acadians renew themselves as they float downstream?

What do you think Gabriel's thoughts are, as he rows north-

ward on his hunting expedition? Why does Evangelina have

reason to feel especially happy at this time?

### Assignment III-V.--

#### Read Section III, Part the Second.

Which home do you think more comfortable and beautiful?

the house of Basil in Louisiana, or that of Benedict in

Acadia? How do the Louisiana home surroundings differ from

those of Acadia? What do you imagine are the feelings of

Basil as he unexpectedly meets so many of his former friends

What do you think the reunited Acadians talk of at the

evening meal? Judging from Basil's speech, what changes,

if any, have taken place in his character or opinion? In

what way does the evening party resemble a former celebra-

tion of the Acadians? What are Evangelina's feelings as

she gazes on the scene? Explain why she leaves the gather-

ing. As Evangelina once more renews her search, who assists

her, and what have they to guide them?

Assignment III-8.--

Read Section IV, Part the Second.

Try to imagine what the southwest was like two centuries ago. Pretend that you are a *coureur-de-bois*, and give an account of your travels, the country and the life that you see, as you go from Louisiana to the Ozarks. Why do you think that Evangeline has reason to feel encouraged? Why does she feel great compassion for the Shawnee woman? Repeat the tale of Mowis, or of Lilinau. What were Evangeline's feelings after hearing these tales? Imagine that you are approaching the Jesuit Mission. Describe the rural chapel, and the service going on. How do you like the welcome and the fare you are offered? Why was Evangeline reasonable in deciding to remain at the mission? What were the superstitions of the maidens in regard to husking the red ears? What other superstitions of the Acadians do you recall? How long did Evangeline stay at the mission? What must have been some of the dangers and hardships of Evangeline's journey to the Michigan forests? As the years glided on, in what remote places was Evangeline seen?

Assignment III-9.--

Read Section V, Part the Second.

Why did Evangeline finally return to the City of the Quakers? As Evangeline's girlish beauty faded, what inner

Assignment III-8.--

Read Section IV, Part the Second.

Try to imagine what the southwest was like two centuries ago. Pretend that you are a century-50-60s, and give an account of your travels, the country and the life that you see, as you go from Louisiana to the Ozarks. Why do you think that Evangeline has reason to feel encouraged? Why does she feel great compassion for the Shannan woman? Repeat the tale of Mowla, or of William. What were Evangeline's feelings after hearing these tales? Imagine that you are approaching the Jesuit Mission. Describe the rural chapel, and the service going on. How do you like the welcome and the fare you are offered? Why was Evangeline reasonable in deciding to remain at the mission? What were the superstitions of the maidens in regard to shaking the red earth? What other superstitions of the Acadians do you recall? How long did Evangeline stay at the mission? What must have been some of the dangers and hardships of Evangeline's journey to the Michigan forests? As the years glided on, in what remote places was Evangeline seen?

Assignment III-9.--

Read Section V, Part the Second.

Why did Evangeline finally return to the City of the Ozarks? As Evangeline's girlish beauty faded, what inner

beauties of character strengthened? When Evangeline, at last grown old, looked back upon her past life, what appearance did it assume? What now was her one wish and thought in life? In what ways did she try to do good? Why were plagues greatly feared in ancient times? Explain why the people believed that they had been warned by signs. Why did Evangeline go daily to the alms-house? What pleasant sounds came to the ear of Evangeline before she entered the sick chamber? As Evangeline gazed upon Gabriel, what form did his features seem to assume? What scenes returned to the mind of Gabriel? For what did Evangeline thank God after Gabriel had died? Explain whether you think that justice finally triumphed in Evangeline's life. Could you, in her place, have been truly thankful? In what situation do the lovers lie buried? Where, and by whom, is their story still told?

### Assignment III-10.--

How has your enjoyment of Evangeline differed from your pleasure in the animal stories and pirate adventure? Would you have preferred Evangeline's story in prose or did the poetry add to its pleasing effect? Would you like all stories to be told in poetry? (Try to imagine the stories of Coaly Bay, Moti Guj, or Treasure Island as they would be if expressed in poetry.)

Of the three units which we have studied, which seemed to you the most alive and real? Which, the most fanciful

beauties of character strengthened? When Evangelina, at last grown old, looked back upon her past life, what appearance did it assume? What now was her one wish and thought in life? In what ways did she try to do good? Why were plagues greatly feared in ancient times? Explain why the people believed that they had been warned by signs. Why did Evangelina go daily to the almshouse? What pleasant sounds came to the ear of Evangelina before she entered the sick chamber? As Evangelina gazed upon Gabriel, what form did his features seem to assume? What scenes returned to the mind of Gabriel? For what did Evangelina thank God after Gabriel had died? Explain whether you think that justice finally triumphed in Evangelina's life. Would you, in her place, have been truly thankful? In what situation do the lovers lie buried? Where, and by whom, is their story still told?

#### Assignment III-10.--

How has your enjoyment of Evangelina differed from your pleasure in the animal stories and pirate adventures? Would you have preferred Evangelina's story in prose or did the poetry add to its pleasing effect? Would you like all stories to be told in poetry? (Try to imagine the stories of Gooly Bay, Mott Gul, or Treasure Island as they would be if expressed in poetry.)

Of the three units which we have studied, which seemed to you the most alive and real? Which, the most beautiful?

or dreamlike? Can you think of any reasons for this effect?

Michigan. She could not find him, but she often heard of

him. After years Pupil's Summary Evangeline went about doing

In a little town in Acadia, two centuries ago, lived a French maiden, Evangeline, beautiful and well loved by all the village. Her father was a hard-working farmer. Gabriel, the son of the village blacksmith, was engaged to Evangeline.

The betrothal of Evangeline and Gabriel was legally arranged, then celebrated in the village by feasting, singing, and dancing. On the day of the celebration, British soldiers summoned all the men of Grand Pré to the church. There, having no weapons to resist, the farmers were imprisoned for four days, then were marched to the shore, where they were put on ships which were to carry them to distant unknown ports. Their wives and children were also put on the ships, but many families and friends were separated.

The soldiers burned Grand Pré to the ground, and this sight so shocked Evangeline's father that he died.

Evangeline was put on a different boat from Gabriel. For many years she sought him without success. She traveled with other Acadians down the Ohio, and the Mississippi to Louisiana, where she found Basil, Gabriel's father, settled in a very comfortable home.

But Gabriel had gone from there, so Evangeline followed his trail westward to an Indian mission, then northward to

or dreamlike? Can you think of any reasons for this effect?

### Euphonia's Summary

In a little town in Acadia, two centuries ago, lived a French maiden, Euphonia, beautiful and well loved by all the village. Her father was a hard-working farmer. Gabriel, the son of the village blacksmith, was engaged to Euphonia. The betrothal of Euphonia and Gabriel was legally arranged, then celebrated in the village by feasting, singing, and dancing. On the day of the celebration, British soldiers summoned all the men of Grand Pré to the church. There, having no weapons to resist, the farmers were impri-soned for four days, then were marched to the shore, where they were put on ships which were to carry them to distant unknown ports. Their wives and children were also put on the ships, but many families and friends were separated. The soldiers turned Grand Pré to the ground, and this sight so shocked Euphonia's father that he died. Euphonia was put on a different boat from Gabriel. For many years she sought him without success. She traveled with other Acadians down the Ohio, and the Mississippi to Louisiana, where she found Basil, Gabriel's father, set- tled in a very comfortable home. But Gabriel had gone from there, so Euphonia followed his trail westward to an Indian mission, then northward to

Michigan. She could not find him, but she often heard of him. After years of wandering, Evangeline went about doing good in missions, on battlefields, in small towns, and in big cities. When she grew old, she became a Sister of Mercy and went to Philadelphia, where she worked among the poor.

As she was nursing the sick during a pestilence, she one day found Gabriel, just as he was about to die. The lovers knew each other, and as Gabriel died in her arms, Evangeline thanked God for His mercy.

This story emphasizes the great suffering and anguish of one person. But we remember as we read it, that hundreds of innocent and worthy people suffered by the acts of needless cruelty and the indifferent attitude of a few men in authority.

The poem tells a story of unusual loyalty and faith, and shows a character developing in strength and beauty. Evangeline gave to her fellow men what had been denied her, great sympathy, mercy and love.

Michigan. She could not find him, but she often heard of him. After years of wandering, Evangelina went about doing good in missions, on battlefields, in small towns, and in big cities. When she grew old, she became a sister of Mercy and went to Philadelphia, where she worked among the poor.

As she was nursing the sick during a pestilence, she one day found Gabriel, just as he was about to die. The lovers knew each other, and as Gabriel died in her arms, Evangelina thanked God for his mercy.

This story emphasizes the great suffering and anguish of one person. But we remember as we read it, that hundreds of innocent and worthy people suffered by the acts of needless cruelty and the indifferent attitude of a few men in authority.

The poem tells a story of unusual loyalty and faith, and shows a character developing in strength and beauty. Evangelina gave to her fellow men what had been denied her, great sympathy, mercy and love.

### Optional Activities

1. Construct a small model of an Acadian house.
2. Dress one or more dolls to represent characters in the poem. (Very effective clothespin dolls have been made.)
3. Prepare an illustrated map on which you have traced the wanderings of Evangeline.
4. Illustrate by drawing, painting, or pictures cut from magazines, an Evangeline booklet. Under each illustration print a suitable quotation.
5. Sing or play to the class, "The Citizens of Chartres", "The Chimes of Dunkirk", or any other old French folksong. See reference numbers (19) and (20) below.
6. Take part in folk-dancing to an old French folk-song.
7. Memorize ten or more lines to repeat to the class. Tell the class why you chose them.
8. The poem takes place between 1755 and 1793. List the important events in United States history occurring within this period. See reference numbers (9) and (10) below.
9. Model in clay, or with salt and flour, a relief map of the Acadian region.
10. Prepare to read to the class ten or more lines containing thoughts of special interest or beauty. Explain your reason for choosing them.
11. Prepare to read aloud ten or more lines which please you because of their musical sound.

## Optional Activities

1. Construct a small model of an Arabian house.
2. Dress one or more dolls to represent characters in the poem. (Very effective photographs of dolls have been made.)
3. Prepare an illustrated map on which you have traced the wanderings of Evangelina.
4. Illustrate by drawing, painting, or pictures cut from magazines, an Evangelina booklet. Under each illustration print a suitable quotation.
5. Sing or play to the class, "The Citizens of Chartres", "The Chimes of Dunstable", or any other old French folk-song.
- See reference numbers (19) and (20) below.
6. Take part in folk-dancing to an old French folk-song.
7. Memorize ten or more lines to repeat to the class. Tell the class why you chose them.
8. The poem takes place between 1788 and 1793. List the important events in United States history occurring within this period. See reference numbers (9) and (10) below.
9. Model in clay, or with salt and flour, a relief map of the Arabian region.
10. Prepare to read to the class ten or more lines containing the thoughts of special interest or beauty. Explain your reason for choosing them.
11. Prepare to read aloud ten or more lines which please you because of their musical sound.

12. Relate an Indian legend to the class. See reference numbers (3), (4), (5), and (6) below.

13. Select a suitable subject and write a few lines of poetry, imitating the rhythm used in *Evangeline*. (It may help you to read the explanation of hexameter in The Land of Evangeline by Jay Earle Thomson. See p. 244-245.)

14. The poem contains a number of Biblical allusions. Explain to the class three or more of those listed below :

1. Jacob and the angel Line 153

2. Hagar and Ishmael Line 381

3. Elijah ascending into heaven " 486

4. Moses on Mt. Sinai " 507

5. Jacob's Ladder " 821

6. Daniel at the feast " 1044

7. The prodigal son " 1063

8. The first passover Lines 1355-56

15. Read the descriptions of the leading characters, noting the most effective words and phrases. Using those that apply to one character, write a prose description to be read to the class.

16. Prepare to give a talk, or write a composition, on one of the following topics :

a. Life and Customs of the Early French Settlers in America. See reference numbers (1) and (8) below.

b. Travel and Transportation in Colonial Times. Ref. (1)



c. The Great Tides in the Bay of Fundy. Ref. No. (1).

d. The Acadian Dikes. Reference No. (1).

17. Prepare a written dramatization of one of the following incidents:

a. The scene in the church

b. The embarkation

c. Arrival and welcome at Basil's house

d. Evangeline and the Shawnee woman

e. Evangeline in the hospital

18. Act a part in a dramatization

19. Read to the class the entire proclamation of the King as it was read by Colonel Winslow to the Acadians in the church. See reference No. (1) below.

20. Read one or more chapters or books listed below :

(1) The Land of Evangeline, by Jay Earle Thomson.

This book contains much helpful material. Among the subjects discussed are: the tides of the Bay of Fundy, p.53-60; life among the early Acadians, p.72-82; Evangeline's birthplace, p. 83-91; the deportation of the Acadians, p. 101-112; the Orders of the King, p. 107; Winslow's diary, p. 109-110; the Acadians scattered along American shores, p.113-120; the story of Evangeline as it was told to Longfellow, p.134-136; the life of Longfellow, p. 139-144.

(2) Longfellow's Country, by Helen Archibald Clarke.

See Chapter II, "The Shadow of Blomidon."



For Indian legends:

- (3) Wigwam Stories, by M.C. Judd.
- (4) Canadian Wonder Tales, by A.E. Logie.
- (5) Myths of the Red Children, by G. L. Wilson.
- (6) Taytay's Tales, by E.W. DeHuff.

Historical background:

- (7) Home Life in Colonial Days, by Alice Morse Earle.

For travel and transportation see Chapter XIV, p.325-363.

- (8) The French in the Heart of America, by John Finley.

See Chapter IX, p. 174-195, "In the Trails of the Coureurs de Bois".

- (9) The Story of Our Nation, by Barker, Webb, and Dodd.

See "How the Colonists Lived in the North", p. 103-120;

"Travel", p.128-130; "How the Colonists Lived in the South", p.121-132.

- (10) Our United States, by Woodburn, Moran, and Hill.

Read Chapter VII, "The Struggle for the Continent".

Other poems by Longfellow that tell stories:

- (11) Hiawatha
- (12) Courtship of Miles Standish
- (13) The Bell of Atri
- (14) The Birds of Killingworth

Narrative poems by other poets :

- (15) Sohrab and Rustum, by Matthew Arnold.
- (16) Snowbound, by John G. Whittier.

For Further Reading:

- (1) Witchamere, by H.C. Wood.
- (2) Canadian Winter Tales, by E.J. Lodge.
- (3) Witch of the New England, by J. I. Wilson.
- (4) Witch's Tale, by E. J. Lodge.

Historical Background:

- (1) How Life in Colonial Days, by Alton Howard Harris.
- (2) The Witch in the East of England, by John Will.
- (3) Chapter II, p. 114-122, in the Witch of the North.
- (4) The Witch of the North, by E. J. Lodge, and others.
- (5) How the Colonists lived in the North, p. 104-122.
- (6) Witch, p. 12-13; Witch of the North, p. 104-122.
- (7) Witch, p. 12-13.

- (8) Witch of the North, by E. J. Lodge, and others.
- (9) Chapter II, "The Witch of the North".
- (10) Witch of the North, by E. J. Lodge, and others.

(11) Witch

- (12) Witch of the North, by E. J. Lodge, and others.
- (13) Witch of the North, by E. J. Lodge, and others.
- (14) Witch of the North, by E. J. Lodge, and others.
- (15) Witch of the North, by E. J. Lodge, and others.
- (16) Witch of the North, by E. J. Lodge, and others.
- (17) Witch of the North, by E. J. Lodge, and others.

(17) Enoch Arden, by Alfred Tennyson.

(18) The Lady of the Lake, by Walter Scott.

Folk dances :

(19) Folk Dances from Old Home Lands, by Elizabeth Burchenal. See "Bonjour, Belle Rosine", p.22 and "Sur le Pont d'Avignon", p.20.

(20) The Folk Dance Book, by C. Ward Crampton.  
See "The Chimes of Dunkirk", p. 1.

### Mastery Test A

From the list of words on the left, select those that correctly complete the sentences. A correctly completed sentence is shown below.

Example:

( ) meadow	The village of Grand Pré lay
(1) valley	in a (1), on the shores of the
(2) Gaspereau	Basin of Minas, near the mouth of
( ) St. Lawrence	the (2) River.

---

1.

( )wheat	Vast (1) stretching east-
( )tides	
( )fences	ward gave the village its name. By
( )meadows	
( )forests	hard labor, the farmers had built (2)
( )flax	
( )cattle	to shut out the (3). West and south
( )dikes	
( )mountains	were fields of (4).

- (17) Knock Arden, by Alfred Tennyson.
- (18) The Lady of the Lake, by Walter Scott.

Folk dances :

- (19) Folk Dances from Old Home Land, by Elizabeth
- Burchenal. See "Bonjour, Belle Rosine", p. 32 and "But Ie
- Pont d'Avignon", p. 30.
- (20) The Folk Dance Book, by G. Ward Simpson.
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- (1) valley
- (2) Gasparan
- ( ) St. Lawrence
- The village of Grand Pré lay
- in a (1), on the shores of the
- Basin of Minas, near the mouth of
- the (2) River.

1.

- ( ) wheat
- ( ) tiles
- ( ) fences
- ( ) meadows
- ( ) forests
- ( ) flax
- ( ) cattle
- ( ) dikes
- ( ) mountains
- East (1) stretching east-
- ward gave the village its name. By
- hard labor, the farmers had built (2)
- to shut out the (3). West and south
- were fields of (4).

2.

- ( ) bricks
- ( ) dormer
- ( ) shingled
- ( ) pine
- ( ) Normandy
- ( ) Acadia
- ( ) oak
- ( ) thatched
- ( ) casement

The houses of the Acadians resembled those built by their ancestors in (1). They were strongly built of (2), with (3) roofs, and (4) windows.

3.

- ( ) bears
- ( ) foxes
- ( ) nuts
- ( ) honey
- ( ) squirrels
- ( ) bees

When September came, (1) had stored an extra supply of (2); Indian hunters asserted that the fur of the (3) was thick.

4.

- ( ) wood
- ( ) marshes
- ( ) seaside
- ( ) herds
- ( ) sheep
- ( ) hillside
- ( ) forests
- ( ) leather
- ( ) tassels
- ( ) bells
- ( ) logs
- ( ) hay
- ( ) watchdog
- ( ) men
- ( ) pony
- ( ) heifer

At twilight home came the (1); foremost was Evangeline's (2), proud of her white coat. The flocks returned from their favorite pasture by the (3). They were followed by the (4), urging forward the stragglers. With the rising moon, the wains returned from the (5), laden with (6); on the shoulders of the horses were saddles of (7), brilliantly colored and adorned with (8).

2.

The houses of the Assadians resembled those built by their ancestors in (1). They were strongly built of (2), with (3) roofs, and (4) windows.

- (1) bricks
- (2) former
- (3) shingled
- (4) pine
- (5) normally
- (6) Assadia
- (7) oak
- (8) thatched
- (9) assessment

3.

When September came, (1) had stored an extra supply of (2); Indian hunters asserted that the fur of the (3) was thick.

- (1) bears
- (2) foxes
- (3) nuts
- (4) honey
- (5) squirrels
- (6) bees

4.

At twilight home came the (1); foremost was Evangelina's (2), proud of her white coat. The flock returned from their favorite pasture by the (3). They were followed by the (4), urging forward the stragglers. With the rising moon, the wains returned from the (5), laden with (6); on the shoulders of the horses were saddles of (7), brilliantly colored and adorned with (8).

- (1) wood
- (2) marshes
- (3) seaside
- (4) herbs
- (5) sheep
- (6) hillsides
- (7) forests
- (8) leather
- (9) tassels
- (10) bells
- (11) logs
- (12) hay
- (13) watchdog
- (14) men
- (15) pony
- (16) better

5.

- ( ) scepter
- ( ) cattle
- ( ) commission
- ( ) jewels
- ( ) lands
- ( ) money
- ( ) altar
- ( ) harvests
- ( ) dwellings
- ( ) chancel

The commander, holding aloft the royal (1), spoke to the men from the (2). He said that all their (3), (4), and (5) were to be forfeited to the Crown.

6.

- ( ) Gabriel
- ( ) Benedict
- ( ) Basil
- ( ) Rene LeBlanc

Of all the men gathered in the church, (1) was most violent in his anger.

7.

- ( ) swallow
- ( ) Letiche
- ( ) necklace
- ( ) Benedict
- ( ) Rene LeBlanc
- ( ) Father Felician

Evangeline, alone at home during the night, was comforted by remembering the tale of the (1), she had heard told by (2).

8.

- ( ) cursed
- ( ) wept
- ( ) sang

The Acadian farmers (1) as they marched from the church.

9.

- ( ) Father Felician
- ( ) New Orleans
- ( ) Ohio
- ( ) Gaspereau
- ( ) Wabash
- ( ) Mississippi
- ( ) Louisiana
- ( ) Rene LeBlanc

The Acadians rowed down the (1) and (2) Rivers. They were seeking friends and relatives in (3). Evangeline traveled with them under the guidance of (4).

5.

The commander, holding aloft  
the royal (1), spoke to the men  
from the (2). He said that all  
their (3), (4), and (5) were to be  
forfeited to the crown.

( ) scepter  
( ) castle  
( ) commission  
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( ) money  
( ) altar  
( ) harvests  
( ) dwellings  
( ) channel

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( ) Benedict  
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( ) Rene LeBlanc

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( ) swallow  
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( ) necklace  
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( ) Rene LeBlanc  
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( ) Father Pelician  
( ) New Orleans  
( ) Ohio  
( ) Gasperaux  
( ) Wabash  
( ) Mississippi  
( ) Louisiana  
( ) Rene LeBlanc

10.

- ( ) nightingales
- ( ) pelicans
- ( ) humming-birds
- ( ) pigeons
- ( ) orange-trees
- ( ) honeysuckle
- ( ) roses
- ( ) nut-trees
- ( ) magnolia
- ( ) vines
- ( ) daisies
- ( ) mosses
- ( ) lotus
- ( ) daffodils
- ( ) violets
- ( ) water-lilies

As they floated down the river the Acadians saw flocks of (1), groves of (2), and cypresses with trailing (3). Among the beautiful flowers which they saw were (4), (5), (6), and (7). Among the blossoms flitted (8).

11.

- ( ) Spanish
- ( ) warrior
- ( ) Comanches
- ( ) Mowis
- ( ) Loup-garou
- ( ) Lilinau
- ( ) Shawnee
- ( ) Letiche
- ( ) Canadian
- ( ) Iroquois

A (1) woman crept into camp one evening. She told of her (2) husband, murdered by the (3). She repeated the tale of (4) and of (5), filling Evangeline with strange feelings of terror.

12.

- ( ) indifference
- ( ) agitation
- ( ) rough
- ( ) smooth
- ( ) dark
- ( ) illumined
- ( ) peace

Evangeline, when very old, looked back upon her past life with a feeling of (1). The path she had traveled appeared (2) in the distance. The world seemed to be (3).

10.

As they floated down the river  
the Asadians saw flocks of (1),  
groves of (2), and cypresses with  
trailing (3). Among the beautiful  
flowers which they saw were (4),  
(5), (6), and (7). Among the  
blooms lifted (8).

(nightingales)  
(peaches)  
(humming-birds)  
(pigeons)  
(orange-trees)  
(honeysuckle)  
(roses)  
(nut-trees)  
(magnolia)  
(vines)  
(daisies)  
(narcissus)  
(lotus)  
(belladonna)  
(violets)  
(water-lilies)

11.

A (1) woman crept into camp  
one evening. She told of her (2)  
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repeated the tale of (4) and of (5)  
telling Nwangeline with strange  
feelings of terror.

(Spanish)  
(warrior)  
(Gomahes)  
(Mowla)  
(Bong-garon)  
(Lillian)  
(Shawnee)  
(Lelobe)  
(Canadian)  
(Iroquois)

12.

Nwangeline, when very old,  
looked back upon her past life with  
a feeling of (1). The path she  
had traveled appeared (2) in the  
distance. The world seemed to be  
(3).

(indifference)  
(agitation)  
(rough)  
(smooth)  
(dark)  
(illuminated)  
(pass)

13.

- ( ) misfortune
- ( ) devotion
- ( ) adventures

In the poem, the chief emphasis is placed on Evangeline's (1).

14.

- ( ) sociability
- ( ) honesty
- ( ) faith
- ( ) industry
- ( ) loyalty
- ( ) patience
- ( ) pride

Evangeline's outstanding qualities were : (1), (2), and (3).

15.

- ( ) little
- ( ) some
- ( ) much

Persons accidentally separated in this country today would usually have (1) difficulty in locating each other.

16.

- ( ) severe
- ( ) outrageous
- ( ) reasonable

The treatment of the Acadians by the British, if reenacted today, would be regarded by civilized nations as (1).

17.

- ( ) declined
- ( ) advanced
- ( ) remained the same

The world's standards relating to humane conduct have (1) since Evangeline's time.

13.

In the poem, the chief em-  
phasis is placed on Evangelina's

(1).

( ) misfortune  
( ) devotion  
( ) adventures

14.

Evangelina's outstanding  
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( ) industry  
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( ) patience  
( ) pride

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have (1) difficulty in locating  
each other.

( ) little  
( ) some  
( ) much

16.

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by the British, if repeated today,  
would be regarded by civilized  
nations as (1).

( ) severe  
( ) outrageous  
( ) reasonable

17.

The world's standards relating  
to humane conduct have (1) since  
Evangelina's time.

( ) lessened  
( ) advanced  
( ) remained the same

## Mastery Test B

Indicate the word or phrase which most correctly completes the statement, by placing a checkmark within the parentheses before it. A correctly completed statement is shown below.

Example :

The Acadians were very

- ☐ a. cowardly
- ☒ b. religious
- ☐ c. war-like
- ☐ d. revengeful
- ☐ e. disloyal

1.

The chief reason for the deportation of the Acadians by the British authorities was

- ☐ a. To secure their land for British colonists
- ☐ b. To carry out peace terms made at the close of the French and Indian War.
- ☐ c. To end the continued friction between the Acadians and the English government.
- ☐ d. To secure revenge for an Indian raid incited by the French against the English colonists.
- ☐ e. Because the English at Halifax were in constant danger from the French.

## Mastery Test B

Indicate the word or phrase which most correctly completes the statement, by placing a checkmark within the parentheses before it. A correctly completed statement is shown below.

Example :

The Acadians were very

( ) a. cowardly

( ) b. religious

( ) c. war-like

( ) d. revengeful

( ) e. dishonest

1.

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( ) a. To secure their land for British colonists

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( ) d. To secure revenge for an Indian raid instigated by

the French against the English colonists.

( ) e. Because the English at Halifax were in constant

danger from the French.

2.

Long distance travel in Evangeline's day was accomplished by

- ( ) a. Steamboat
- ( ) b. Horse-back
- ( ) c. Stage-coach
- ( ) d. Sailing vessel
- ( ) e. Foot travel

3.

The intense religious feeling of the French peasants was shown by

- ( ) a. Their response to the summons to the church.
- ( ) b. Their conduct during the service in the church.
- ( ) c. Their orderly march from the church.
- ( ) d. Their affection for Father Felician.
- ( ) e. The Biblical allusions in the poem.

4.

When the men entered the church, their families

- ( ) a. Remained in their homes.
- ( ) b. Gathered at Evangeline's home.
- ( ) c. Waited in the church-yard.
- ( ) d. Followed the men into the church.
- ( ) e. Were taken at once to the ships.

5.

When the commander's words ceased, the Acadians

3.

Long distance travel in Evangeline's day was ac-

complished by

- ( ) a. Steamboat
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- ( ) e. Were taken at once to the ships.

5.

When the commander's words ceased, the Acadians

- 5.
- ( )a. Fought madly against the soldiers.
  - ( )b. Rushed to the doorway.
  - ( )c. Bowed silently in submission.
  - ( )d. Gathered in groups for consultation.
  - ( )e. Sought the advice of Father Felician.

6. A of allegiance to the British crown.

Appearing from the chancel, Father Felician the part

- ( )a. Harshly reproved his flock.
- ( )b. Urged the Acadians against the soldiers.
- ( )c. Was unable to command the situation.
- ( )d. Led the Acadians in a prayer of contrition.
- ( )e. Was struck down by a soldier.

7.

At the time of embarkation families were separated

- ( )a. Because of the cruelty of the commander.
- ( )b. By order of the king.
- ( )c. Because of haste and confusion.
- ( )d. In revenge for Indian raids in the past.
- ( )e. Through the malice of the British soldiers.

8. Basil.

Basil, in Louisiana, appeared to be

- ( )a. Dissatisfied with the Louisiana government.
- ( )b. Ill and unhappy.
- ( )c. Anxious to return to Acadia.
- ( )d. More tolerant of King George and the English.
- ( )e. Happy, well, and prosperous.



9.

The sufferings of the Acadians were

( )a. In large measure due to the hardships of travel in the 18th century.

( )b. A just punishment for their refusal to take the oath of allegiance to the British crown.

( )c. Unnecessary, and due to indifference on the part of the British and French governments.

( )d. Necessary to end disputes between the French and British in Nova Scotia.

( )e. Largely fictitious, but emphasized by the poet in order to make an impressive story.

10.

The nobility of Evangeline's character was developed and strengthened in greatest measure through

( )a. Pleasurable experiences.

( )b. Loyalty to Gabriel.

( )c. The counsel of Father Felician.

( )d. The merciful acts which she continually performed.

( )e. Her ability to endure hardships.

11.

The poem, "Evangeline", teaches that great strength of character results from



11. Continued

- ( )a. Reading worth-while books.
- ( )b. Leading a life of ease and pleasure.
- ( )c. Cultivating friendship with people of importance.
- ( )d. Persistence in trying to overcome difficulties.
- ( )e. Following the advice of learned people.

## Mastery Test C

Repeat Vocabulary Pretest, pages 102-105.

II. Continued

- (a. Reading worth-while books.
- (b. Leading a life of ease and pleasure.
- (c. Cultivating friendship with people of importance.
- (d. Persistence in trying to overcome difficulties.
- (e. Following the advice of learned people.

## Mastery Test C

Repeat Vocabulary Pretest, pages 102-105.

## CHAPTER V

### UNIT IV: THE SPIRIT OF CHRISTMAS

#### Statement of Unit IV

Christmas is a time for everyone, young, old, rich or poor, to feel thankful and happy. It is a time to express happiness by sharing love, friendliness, mirth, and good cheer with one's fellows; a time to foster and increase the spirit of good-will which is symbolized by the anniversary of the birth of the Christ Child.

#### Definition of the Unit

##### Narrative.--

On Christmas Eve, **CHAPTER V** early old Ebenezer, unloving and unloved, is visited by the ghost of his dead business partner who discloses that he is suffering a frightful punishment for his hard, uncharitable, earthly life. He warns Scrooge of the coming of three Spirits. These appear as foretold, and force Scrooge to view himself and his actions as they seem to outsiders. Events of his past, his present, and his future pass before the eyes of Scrooge. He recoils from this truthful representation of himself, now for the first time seeing his uncharitable spirit in its real significance. As he views these scenes of humble happiness, contrasting scenes of sadness and finally his own

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#### Delimitation of the Unit

##### Narrative.--

On Christmas Eve, the miserly old Scrooge, unloving and unloved, is visited by the ghost of his dead business partner who discloses that he is suffering a frightful punishment for his hard, uncharitable, earthly life. He warns Scrooge of the coming of three Spirits. These appear as foretold, and force Scrooge to view himself and his actions as they seem to outsiders. Events of his past, his present, and his future pass before the eyes of Scrooge. He recoils from this truthful representation of himself, now for the first time seeing his uncharitable spirit in its real significance. As he views these scenes of humble happiness, contrasting scenes of sadness and finally his own

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On Christmas Eve, the miserly old Scrooge, unloving and unloved, is visited by the ghost of his dead business partner who discloses that he is suffering a frightful punishment for his hard, uncharitable, earthly life. He warns Scrooge of the coming of three Spirits. These appear as foreboding, and force Scrooge to view himself and his actions as they seem to outsiders. Events of his past, his present, and his future pass before the eyes of Scrooge. He recalls from this truthful representation of himself, now for the first time seeing his uncharitable spirit in its real significance. As he views these scenes of humble happiness, contrasting scenes of sadness and finally his own

miserable end, Scrooge realizes the futility and meanness of his own wretched existence. The last Spirit disappears, and Scrooge awakens happily on Christmas morning, with abounding good will toward everyone.

He immediately sets about doing all in his power to make amends for his uncharitable past, and discovers that he has at last found wisdom and true satisfaction in life.

Knowledge of London of the last century.-- 1/

London, during the middle of the nineteenth century, was quite unlike a large city of today. Streets were not well lighted, although gas was beginning to be used for illumination. At night, link boys ran about proffering their services as guides. Travel was largely by coach, and within the city, people hired cabs to take them about, or went afoot.

Houses and office buildings were not warmed by central heating units, as is common today, but by coal fires in stoves and fireplaces. Candles were still a common means of illumination.

At Christmas time, shops presented a gay and festive appearance, as they do today, and the same good-natured crowds jostled through the streets and stores. Many people, after buying their Christmas dinner, took it in a basket to the baker's where it was cooked, then carried it home.

The celebration of Christmas included special church  
1/ Provision for further exploration under Optional Activities.

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### Knowledge of London of the last century.-- 2

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Houses and office buildings were not warmed by central heating units, as is common today, but by coal fires in stoves and fireplaces. Candles were still a common means of illumination.

At Christmas time, shops presented a gay and festive appearance, as they do today, and the same good-natured crowds trooped through the streets and stores. Many people, after buying their Christmas dinner, took it in a basket to the baker's where it was cooked, then carried it home. The celebration of Christmas included special church services for further explanation under Optional Activities.

services, carol singing in the streets, and feasting and jollity within the homes.

Knowledge relating to Christmas.-- 1/

The celebration of Christmas, beginning as a religious observance among the early Christians, has, down the centuries, and through the many Christian nations of the world, taken on great color and variety. Whatever the mode of expression, its impelling spirit remains always the same; the spirit of "Peace on earth, good-will toward men".

Evaluation of character.--

People clearly show their true character by

(1) The manner in which they meet little every-day hardships.

(2) Their acceptance of life's great sorrows and tragedies.

(3) Appreciation of small blessings.

Discrimination of values.--

(1) Happiness is not dependent on great riches.

(2) Working only for money is futile.

(3) Wisdom and satisfaction arise from fellowship with people in other walks of life.

Personal wisdom.--

Many of us would be surprised if we could know other people's opinion of us.

1/ Provision is made for further exploration of this topic under Optional Activities.

servants, and standing in the streets, and resting and  
sitting within the house.

### Knowledge relating to Christmas.

The celebration of Christmas, beginning as a religious  
observance among the early Christians, has, down the cen-  
turies, and through the many Christian nations of the world,  
taken on great color and variety. Whatever the mode of ex-  
pression, the inspiring spirit remains always the same; the  
spirit of "Peace on earth, good-will toward men."

### Qualities of character.

People clearly show their true character by  
(1) The manner in which they meet little every-day

parties.

(2) Their conduct in life's great crises and

troubles.

(3) Appreciation of small pleasures.

### Distinction of values.

(1) Happiness is not dependent on great riches.

(2) Working only for money is futile.

(3) Vision and satisfaction arise from fellowship with

people in other walks of life.

### Personal wisdom.

None of us would be surprised if we could know other

people's opinion of us.

Provision is made for further exploration of this topic  
under Question Activities.

### List of Incidental Learning-products

1. Increased power of expression through
  - a. Oral and written interpretations of the "Spirit of Christmas".
  - b. Acting a part in a dramatization
  - c. Old English country dancing
    - (1) Singing or playing the music
    - (2) Interpreting the dance forms
  - d. Singing ancient and unfamiliar Christmas Carols
  - e. Playing unfamiliar old games
2. Knowledge relating to Christmas 1/
  - a. Origin, history and traditions
  - b. Customs in England and other lands
  - c. Old games, dances, and carols
3. Increased literary appreciation
  - a. The peculiar charm of a Dickens story
  - b. Dickens' humor
  - c. Dickens' remarkable power of description

### Unit Assignment IV

#### Assignment IV-1.--

1. Vocabulary pretest

1/Learning beyond the requirements of the unit

Learning beyond the requirements of the unit

I. Vocabulary pretest

Assignment IV-1.--

Unit Assignment IV

c. Dickens' remarkable power of description

b. Dickens' humor

a. The peculiar charm of a Dickens story

3. Increased literary appreciation

c. Old games, dances, and carols

b. Customs in England and other lands

a. Origin, history and traditions

2. Knowledge relating to Christmas I

c. Playing unfamiliar old games

d. Singing ancient and unfamiliar Christmas carols

(2) Interpreting the dance forms

(1) Singing or playing the music

c. Old English country dancing

b. Acting a part in a dramatization

Christmas".

a. Oral and written interpretations of the "Spirit of  
I. Increased power of expression through

List of Incidental Learning-products

# 1. Vocabulary pretest

Place in the parentheses before its correct definition the number of each word. A correct example is shown below.

Example:

1. savor (1) Taste and odor; flavor  
( ) Intense feeling; ardor

## Section A

1. reclamation ( ) A strange or unaccountable fact or event
2. supplication ( ) Process of rescuing from wildness or waste
3. vestige ( ) Interference affecting the interests of others
4. fervor
5. transition ( ) Subjection to force
6. avarice ( ) Behavior; deportment
7. ecstasy ( ) Humble petition; prayer
8. adversary ( ) Tameness; gentleness, mildness
9. intervention ( ) Trace of something lost or gone
10. predicament ( ) Intense feeling; ardor
11. demeanor ( ) Foe; antagonist
12. compulsion ( ) Entrancing joy
- ( ) Excessive desire of gain
- ( ) Passage from one state of being to another
- ( ) An unpleasant or bad situation or position

## I. Vocabulary pretest

Place in the parentheses before its correct definition the number of each word. A correct example is

shown below.

Example:

I. savor (1) Taste and odor; flavor

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## Section A

- |                  |  |
|------------------|--|
| 1. reclamation   | ( ) A strange or unaccountable fact or event       |
| 2. application   | ( ) Process of rescuing from wildness or waste     |
| 3. vestige       | ( ) Interference affecting the interests of others |
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| 5. transition    | ( ) Subjection to force                            |
| 6. aversion      | ( ) Behavior; deportment                           |
| 7. ecstasy       | ( ) Humble petition; prayer                        |
| 8. adversary     | ( ) Tameness; gentleness, mildness                 |
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|                  | ( ) Excessive desire of gain                       |
|                  | ( ) Passage from one state of being to another     |
|                  | ( ) In unpleasant or bad situation or position     |

## Section B

1. credulity ( ) Act of exercising patience; self-restraint
2. phenomenon ( ) Disposition to do good; kindness
3. heresy ( ) A mineral of impenetrable hardness
4. affability ( ) State of being disturbed; commotion
5. veneration ( ) Desire for what is elevated or spiritual
6. credentials ( ) Act of being formally introduced
7. forbearance ( ) State of being nimble; liveliness
8. benevolence ( ) Testimonials vouching for a person
9. agility ( ) Respect; reverent feeling
10. agitation ( ) Sociability; readiness for conversation
11. aspiration ( ) Opinion contrary to the established creed
12. adamant ( ) Disposition to believe on slight evidence
- prodigious ( ) Act of estimating
- comprehensive ( ) A strange or unaccountable fact or event

## Section C

1. capacious ( ) Of very bad report; notoriously evil
2. execrable ( ) Miraculous beyond natural laws
3. abject ( ) Detestable; bad; wretched
4. latent ( ) Sunk to a low condition; mean; groveling
5. infamous ( ) Not visible; present without showing itself
6. palpable ( ) Unbelieving; skeptical

## Section B

1. credulity (Act of exercising patience; self-restraint)
2. phenomenon (Disposition to do good; kindness)
3. heresy (A mineral of impenetrable hardness)
4. affability (State of being disturbed; commotion)
5. veneration (Desire for what is elevated or spiritual)
6. credentials (Act of being formally introduced)
7. forerunner (State of being nimble; liveliness)
8. benevolence (Testimonials vouching for a person)
9. agility (Respect; reverent feeling)
10. agitation (Sociability; readiness for conversation)
11. aspiration (Opinion contrary to the established creed)
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6. palpable (Unbelieving; skeptical)

## Section C (Continued)

- 7. morose ( ) Sympathetic; agreeable; naturally adapted
- 8. congenial ( ) Sullen; ill-humored
- 9. incredulous ( ) Capable of being touched or felt
- 10. supernatural ( ) Diligent in attention
- 11. ubiquitous ( ) Making a loud outcry; noisy
- ( ) Being everywhere at once
- ( ) Large; spacious; roomy

## Section D

- 1. opaque ( ) Enormous; marvelous; astonishing
- 2. preposterous ( ) Leaning; reclining; lying
- 3. recumbent ( ) Dark; not transparent
- 4. despondent ( ) Natural; not repressed
- 5. irresistible ( ) Fearful of what may happen
- 6. prodigious ( ) Dejected; depressed; discouraged
- 7. comprehensive ( ) Full of sorrow; piteous
- 8. apprehensive ( ) Prominent; conspicuous
- 9. unconstrained ( ) Absurd; utterly foolish
- 10. facetious ( ) Extensive; including much
- ( ) That cannot be successfully opposed
- ( ) Sportive; witty; funny

## Section E

- 1. recede ( ) To grow hard, stiff, or thick
- 2. diminish ( ) To change in outward shape or form
- 3. fluctuate ( ) To bind a person into the service of
- 4. remonstrate another

## Section C (Continued)

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8. congenial ( ) ( ) Sullen; ill-humored
9. incredulous ( ) ( ) Capable of being touched or felt
10. superstitious ( ) ( ) Diligent in attention
11. audacious ( ) ( ) Making a loud outcry; noisy
- ( ) Being everywhere at once
- ( ) Large; spacious; roomy

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## Section E (Continued)

5. corroborate      ( ) To move back or away
6. engross      ( ) To make smaller; reduce
7. pinion      ( ) To become quiet
8. subside      ( ) To move irregularly, especially up
9. elicit      and down
10. apprentice      ( ) To take the whole of; absorb
11. congeal      ( ) To confirm; make more certain
- ( ) To restrain by binding the arms to the body
- ( ) To overthrow or defeat
- ( ) To protest or urge reasons against something
- ( ) To draw out; bring to light

## 2. Introductory discussion:

What are the things that you think of when you see or hear the word "Christmas" ? (As children suggest Christmas trees, toys, presents, parties, going to church, Santa Claus, Christmas Carols, the teacher may list them on the board.) You have been telling what Christmas means to you today. Do you think that Christmas always held so many meanings for people? What meaning did the very first Christmas have? When did it occur? Where do we find the story of the very first Christmas written down ?

## Section E (Continued)

6. corroborate ( ) To move back or away
6. engross ( ) To make smaller; reduce
7. opinion ( ) To become quiet
8. ambide ( ) To move irregularly, especially up and down
9. elicit ( ) To take the whole of; absorb
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Among the earliest stories written about the first Christmas, the most famous one is the account written by St. Luke, who is thought to have been a physician who lived and traveled in countries near the Eastern Mediterranean during the first century after Christ was born. He tells the story in the second chapter of his book, which is the third book in the New Testament.

This is Luke's story of the first Christmas: (Teacher reads aloud Luke 2:1-20.)

Another early writer, St. Matthew, lived in Galilee near the Eastern Mediterranean and wrote an account at about the same time. His version of the story is also in the New Testament, in the second chapter of his book, and tells us another interesting event in connection with the first Christmas. (Teacher reads aloud Matthew 2:1-12.)

After listening to Luke's and Matthew's accounts, what kind of celebrations do you think the earliest Christmases were ?

Through its celebration by Christian peoples for nearly two thousand years, Christmas has added many and varied meanings to the early religious observances of the first Christians. People in various countries have developed their own peculiar manner of celebration. Some of these customs remain peculiar to individual nations; others have been carried throughout the world. Perhaps later, some

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 reads about Luke 2:1-20.)

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After listening to Luke's and Matthew's accounts, what  
 kind of impressions do you think the earliest Christians  
 were?

Though in the collection of Christian peoples for  
 nearly two thousand years, Christians have often been  
 called messengers to the early religious observances of the  
 first Christians. People in various countries have developed  
 at their own peculiar manner of devotion. Some of these  
 customs remain peculiar to the various nations; others have  
 been carried throughout the world. Perhaps later, some

of you will enjoy explaining to the class just when and where the ideas originated which we always associate with our own Christmas.

Many stories have been written about Christmas. One of the most famous ones was written by an English writer, Charles Dickens, nearly one hundred years ago. People all over the world still love this story which Dickens called "A Christmas Carol".

Assignment IV-2.--

Reading and questions

Read Stave One of the Christmas Carol, then consider the questions.

At what point are you first able to discover the real purpose of this story ? Mention the great contrasts which you note in the appearance, condition, and actions of the characters as they appear. Describe scenes which impress you because they are pictured in sharp contrast. What facts are you able to discover about Scrooge's clerk ?

What characteristics of Scrooge's do you like or admire ? Which of his qualities do you dislike ? What do you think of his purpose in life ? Do you consider that his character is weak or is it strong ? What outstanding qualities does Scrooge show in (1) his treatment of the clerk; (2) the conversation with his nephew; (3) the incident of the carol singer; and (4) his treatment of the

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#### Assignment IV-B.--

##### Reading and questions

Read *Stave One* of the Christmas Carol, then consider

the questions.

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gentlemen seeking money for the poor ? Describe Scrooge's living quarters and furnishings ? What do you consider the most interesting object in his room ?

What events occur in this stave which you cannot explain ? What struck you as most peculiar in the appearance of Marley's ghost ? Why did Scrooge try to crack jokes with the ghost ? Why did the ghost continually lament ? Why was the spirit condemned to wander through the world after death ? The ghost said that Marley's real business on earth was what ? What reason did he give for the coming visit of the three spirits ? After reading this Stave can you tell what conception of Christmas was held by (1) Scrooge? (2) The visiting gentlemen? (3) Scrooge's nephew? (4) Scrooge's clerk?

#### Assignment IV-3.--

##### Reading and Questions

Read Stave Two, and then consider the questions.

Why was Scrooge perplexed when he awoke ? If you were to create a Ghost of Christmas Past, in what details would you make your Spirit like or unlike the one created by Dickens? What was the significance of each part of the Spirit's dress and appearance? Can you think of a reason why the figure of the ghost should keep changing in distinctness ?

At what point did Scrooge first show unmistakable

gentlemen seeking money for the poor? Describe Scrooge's living quarters and furnishings? What do you consider the most interesting object in his room? What events occur in this stave which you cannot explain? What struck you as most peculiar in the appearance of Marley's ghost? Why did Scrooge try to crack jokes with the ghost? Why did the ghost continually lament? Why was the spirit condemned to wander through the world after death? The ghost said that Marley's real business on earth was what? What reason did he give for the coming visit of the three spirits? After reading this stave can you tell what conception of Christmas was held by (1) Scrooge? (2) The visiting gentlemen? (3) Scrooge's nephews? (4) Scrooge's clerk?

#### Assignment IV-B---

##### Reading and Questions

Read Stave Two, and then consider the questions. Why was Scrooge perplexed when he awoke? If you were to create a ghost of Christmas Past, in what details would you make your spirit like or unlike the one created by Dickens? What was the significance of each part of the Spirit's dress and appearance? Can you think of a reason why the figure of the ghost should keep changing in distinctness? At what point did Scrooge first show unmistakable

evidences of genuine feeling? In what ways did the scenes of Scrooge's boyhood differ from those in which you are growing up? Compare our school in as many details as possible with the one which the boy Scrooge attended.

How do you think Fezziwig's treatment of his apprentices compared with Scrooge's treatment of his clerk on Christmas Eve? Which do you consider more interesting, a modern party, or the kind given by the Fezziwigs, as you consider the (1) surroundings, (2) people invited, (3) music, (4) dances, and (5) refreshments?

What caused Scrooge to wish he could speak again with the boy carol singer? At what point did he wish he could have a few words with his clerk? Did you ever wish for a second chance at talking to a person, so that you might seem a little kinder or more courteous? Tell the class about it. What incident caused Scrooge to beg the Spirit to cease torturing him, and to conduct him home?

Which scenes in this Stave did you enjoy the most? Which did you think the funniest? Which, the most pathetic?

#### Assignment IV-4.--

Readings and questions.

Read Stave Three.

Can you explain the significance of the decorations and throne in Scrooge's transformed room? By his appearance at the dinner party on Christmas Eve, how many of the guests are played nowadays? Can you find out how the others were played?

evidence of genuine feeling? In what ways did the scenes of Scrooge's boyhood differ from those in which you are growing up? Compare our school in as many details as possible with the one which the boy Scrooge attended.

How do you think Messiahs' treatment of his apprentices compared with Scrooge's treatment of his clerk on Christmas Eve? Which do you consider more interesting, a modern party, or the kind given by the Messiahs, as you consider the (1) surroundings, (2) people invited, (3) music, (4) dances, and (5) refreshments?

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Which scenes in this story did you enjoy the most?

Which did you think the funniest? Which, the most pathetic?

#### Assignment IV-4.--

Readings and questions.

Read Stave Three.

Can you explain the significance of the decorations and throne in Scrooge's transformed room? By his appear-

ance the Ghost of Christmas Present suggested what characteristics? What change do you discern in Scrooge through his manner of speaking to the ghost ?

Compare the appearance of the London shops with those you now see at Christmas time. What custom, not practiced by us, seems to be usual among these people? What effect had the spirit on those whom he met?

What pleasant things do you notice about the Cratchit family? Do they show any characteristics which you dislike? Are there any conditions in the family which you wish were changed? Which of their actions do you admire most? Does anything suggest that Tiny Tim was a thoughtful child? What did you think of the Christmas dinner ? What is your opinion of the way the family spent the time after dinner? What brought a dark shadow over the party? How did the Cratchits show charity in this connection? What do you think was the true secret of this family's pleasing quality?

What other sights were viewed by Scrooge and the Spirit on the streets, and in distant places? What quality of Scrooge's nephew did you find most attractive? In what ways did the nephew's conversation about Scrooge indicate the nephew's own character? What effect had the after-dinner party on Scrooge? How many of the games are played nowadays? Can you find out how the others were played ?

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ways did the nephew's conversation about Scrooge indicate  
the nephew's own character? What effect had the after-  
dinner party on Scrooge? How many of the games are played  
nowadays? Can you find out how the others were played?

How did Scrooge show his great interest? Which of the incidents seemed very funny?

What other scenes were visited that night? Can you explain the meaning of the appearance of the two frightful children?

Assignment IV-5.--

Reading and questions

Read Stave Four.

What strong reasons would Scrooge have for fearing the third phantom? In what ways were the dress, manner, and actions of this figure appropriate?

Why was the careless attitude of the group of business men surprising to Scrooge? What were Scrooge's thoughts, on hearing the two business men speak? How did Scrooge hope to get a clue to the conversation? What clue was given Scrooge, which he did not comprehend?

Describe the wretched part of the town and the den in which Scrooge now found himself. Can you account for the boldness with which the three villainous characters acknowledged and displayed their plunder? How was Scrooge affected as he viewed this scene? Do you think Scrooge thoroughly realized the import of this incident?

Why did Scrooge find the figure on the bed so fearful and distressing? What sort of satisfaction was allowed Scrooge in his search for someone who felt emotion at this death?

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Reading and questions

Assignment IV-B.--

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How did Sorogoe show his great interest? Which of the in-

Why did the Ghost lead Scrooge back to the Cratchits' house? How was the character of this family again reflected in their actions?

In what ways were the surroundings of Scrooge's grave appropriate? What thoughts do you believe must have come to Scrooge as he gazed on his own grave-stone? What action and speech of Scrooge's showed that he was now a thoroughly transformed character?

#### Assignment IV-6.--

Readings and questions

Read Stave Five.

What did Scrooge mean by saying, "I will live in the Past, the Present, and the Future"? What assurance had Scrooge that he might dispel some of the shadows of the future? Contrast the manner, speech, and actions of the Scrooge of Christmas Eve with the Scrooge of Christmas morning. Do you think Scrooge was acting a part on Christmas morning, or was he sincere? How many things did Scrooge find to praise?

What proved that the change in Scrooge was apparent to everyone? What do you think that Scrooge whispered to the portly gentleman? Why did Scrooge pass his nephew's door a dozen times before knocking? If you had been Scrooge's nephew, what sort of greeting would you have given to Scrooge? Was Scrooge's enjoyment of the party

Why did the Ghost lead Scrooge back to the Cratchits' house? How was the character of this family again reflected in their actions?

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feigned or sincere?

How did Scrooge's treatment of the Cratchits reveal a transformed nature? Amid all the happiness thereafter created by Scrooge, what was his most celebrated achievement?

Assignment IV-7.--

Questions for discussion

What things in life do you think Dickens valued most highly? On what did he set the least value? Why do you think he wrote this story? In what ways do you consider the title appropriate? What new ideas has this story given you? Which of your old ideas and beliefs were impressed more strongly upon you as you read?

Which scene in the story did you think the most charming? Among the many characters, which are outstanding in your mind? For what characteristics do you remember each of these? What evidence have you that Dickens was fond of making jokes?

Trace the gradual change in Scrooge from the beginning of Stave One to the end of the story. Recount briefly Scrooge's reaction to each event that produced a change in him. In how many places are you able to find Scrooge's own words, quoted by the spirit, in reply to a question? How does your opinion of Scrooge at the beginning of the story compare with Scrooge's opinion of himself? What is

forged or sincere?

How did Scrooge's treatment of the Cratchits reveal a transformed nature? And all the happiness thereafter created by Scrooge, what was his most celebrated achievement?

ment?

#### Assignment IV-V.--

##### Questions for discussion

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your opinion of Scrooge at the end? Do you think that Scrooge changed his own opinion of himself?

What does this story teach about the nature of hard-hearted people? Which is easier, to see other people's faults, or our own? Is it probable or improbable that your friends have a different opinion of you than you yourself have? Can you think of any ways to help each of us to see our own faults?

How did Dickens, through the experiences of Scrooge, show us that he understood human nature?

Do you think that the Christmas spirit is appropriate at other seasons of the year? Have you ever known anyone who seemed to carry this spirit throughout the year? Explain clearly your own idea of the Spirit of Christmas.

#### Assignment IV-8.--

Of the four literature units which we have studied, the action of which two occurred at about the same time? Should you say that these two selections were alike, or strongly unlike in spirit? Would any of the characters from one selection be congenial with characters from the other? Do you think that the author's purpose had much to do with this? What were the differing purposes of the authors of these two adventure tales? How well did each author succeed in doing what he set out to do?

Do animals deserve more or less of our sympathy than

your opinion of Scrooge at the end? Do you think that

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Should you say that these two selections were alike, or

strongly unlike in spirit? Would any of the characters

from one selection be congenial with characters from the

other? Do you think that the author's purpose had much

to do with this? What were the differing purposes of the

authors of these two adventure tales? How well did each

author succeed in doing what he set out to do?

Do animals deserve more or less of our sympathy than

human beings? Explain.

Which of the four units contained portraits or sketches of unusually fine characters? Explain fully.

Which selections pictured people whose lives were finally controlled by strength or wisdom which they developed within themselves? In which selections were the characters largely controlled by chance and outward happenings? Which do you consider the truer representation of life: (1) a story showing a life controlled by outward events and circumstances, or (2) the story of a life developed and controlled by inward thoughts and beliefs? Do both elements play an important part in life, or should one be more emphasized than the other? Which way of depicting life makes the more amusing or exciting story? Which type of story gave you the greater satisfaction?

#### Pupil's Summary

Some people are wretched and unhappy without even suspecting it. This was the case with old Scrooge, who was selfish and hard, when everyone was celebrating Christmas with kindness and charity.

Scrooge is visited by ghosts who conduct him about. A spirit shows him first the kind of boy and young man he once was. A second spirit lets him see the happiness and sadness of people whom he now lives among. The third lets him see how little people will care when he dies.

human beings? Explain.

Which of the four units contained portraits or sketches

of unusually fine characters? Explain fully.

Which selections pictured people whose lives were

finally controlled by strength or wisdom which they develop-

ed within themselves? In which selections were the char-

acters largely controlled by chance and outward happenings?

Which do you consider the truer representation of life:

(1) a story showing a life controlled by outward events and

circumstances, or (2) the story of a life developed and

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play an important part in life, or should one be more em-

phasized than the other? Which way of depicting life makes

the more amusing or exciting story? Which type of story

gave you the greater satisfaction?

### Explanatory Summary

Some people are wretched and unhappy without even sus-

pecting it. This was the case with old Scrooge, who was

selfish and hard, when everyone was celebrating Christmas

with kindness and charity.

Scrooge is visited by ghosts who conduct him about.

A spirit shows him first the kind of boy and young man he

once was. A second spirit lets him see the happiness and

sadness of people whom he now lives among. The third lets

him see how little people will care when he dies.

After these experiences, Scrooge becomes a good friend to everyone, and although some people laugh at the change in him, he does not mind one bit.

In this story, Scrooge sees his entire life. He is stirred by the scenes of his youth from which he has grown away, and by the world of happiness and suffering which lies outside of his shell-encrusted present existence. But it is when he sees his own miserable and unwept ending that Scrooge awakens to his extreme danger. From indifference, Scrooge passes to pity and concern, then to fear and humility.

The wretchedness of Scrooge at the beginning of the story is apparent to everyone but himself. At the end, he has gained the friendship and esteem of others. Moreover, he has become truly wise, for he realizes why he has become a truly happy man.

### Optional Activities

1. Observe the activities of people in and out of school, noting any which you believe exemplify the spirit of Christmas. Report to the class.
2. Perform at least one act in honor of the spirit of Christmas. Report privately to the teacher.
3. Suggest a class project or activity to be performed in honor of the spirit of Christmas.

After these experiences, George becomes a good friend to everyone, and although some people laugh at the change in him, he does not mind one bit.

In this story, George sees his entire life. He is stirred by the scenes of his youth from which he has grown away, and by the world of happiness and suffering which lies outside of his shell-enraptured present existence. But it is when he sees his own miserable and unwearied ending that George awakens to his extreme danger. From indifference, George passes to pity and concern, then to fear and humility.

The wretchedness of George at the beginning of the story is apparent to everyone but himself. At the end, he has gained the friendship and esteem of others. Moreover, he has become truly wise, for he realizes why he has become a truly happy man.

#### Optional Activities

1. Observe the activities of people in and out of school, noting any which you believe exemplify the spirit of Christmas. Report to the class.
2. Perform at least one act in honor of the spirit of Christmas. Report privately to the teacher.
3. Suggest a class project or activity to be performed in honor of the spirit of Christmas.

4. Dress doll-figures in suitable costumes to represent the chief characters in the "Christmas Carol",

5. Present the main action of the story through a series of cartoons.

6. Prepare an illustrated book of characters and scenes from the "Christmas Carol" or one other listed reading. Appropriate quotations should accompany the illustrations.

7. Explain to the class how a few of the games mentioned in the "Christmas Carol" or other listed readings were played. Prepare to direct the class in playing one game.

8. Join a small group and prepare to perform before the class one or more of the old English country dances. If necessary, consult with teacher about directions and practice. See reference numbers (29) and (30) below.

9. Prepare to sing to the class a Christmas carol not usually sung in school. Individual or group work. See reference No.(28) below.

10. Select one foreign nation and prepare an interesting account of its manner of Christmas celebration. December back numbers of the Junior Red Cross Magazine are helpful. Also see reference numbers (20)-(25) below.

11. Prepare a talk, or write a paper explaining how, when, and where, each part of our modern Christmas celebration came into being. See reference numbers (20)-(25)below.

4. Press golf-figures in suitable costumes to represent the chief characters in the "Christmas Carol".
5. Present the main action of the story through a series of cartoons.
6. Prepare an illustrated book of characters and scenes from the "Christmas Carol" or one other listed reading. Appropriate quotations should accompany the illustrations.
7. Explain to the class how a few of the games mentioned in the "Christmas Carol" or other listed readings were played. Prepare to direct the class in playing one game.
8. Join a small group and prepare to perform before the class one or more of the old English country dances. If necessary, consult with teacher about directions and practice. See reference numbers (29) and (30) below.
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10. Select one foreign nation and prepare an interesting account of its manner of Christmas celebration. Pass out her book numbers of the Junior Red Cross Magazine are helpful. Also see reference numbers (29)-(32) below.
11. Prepare a talk, or write a paper explaining how, when, and where, each part of our modern Christmas celebration came into being. See reference numbers (33)-(35) below.

12. Prepare a talk or write a paper describing an English Christmas of ancient times. See reference No. (17).

13. Give a talk on London as it was in Dickens' time. See reference numbers (31)-(34).

14. Write a modern Christmas Carol of your own. Prepare to read it to the class.

15. Write a dramatization of one scene from the Christmas Carol.

16. Join a group to read the various written dramatizations, select the best scenes, and combine them in proper order to form a play.

17. Join a group to select a cast for the play. Try out and choose actors for parts.

18. Act a part in the dramatization.

19. Look up the life of Charles Dickens. Tell the class a few of the interesting events of Dickens' boyhood and later life. Explain what his chief interests were. See reference numbers (34)-(39).

20. Read any story or novel by Dickens.

21. Relate to the class any interesting story, incident, or bit of Christmas lore from one of the readings listed below.

22. Read one or more of the following books, essays, stories, or poems which you may get from the public library:

(10) *The First Christmas Tree*, by Henry Van Dyke.

early:

22. Read one or more of the following books, essays, stories, or poems which you may get from the public library below.

21. Relate to the class any interesting story, incident, or bit of Christmas lore from one of the readings listed below.

20. Read any story or novel by Dickens.

19. Look up the life of Charles Dickens. Tell the class a few of the interesting events of Dickens' boyhood and later life. Explain what his chief interests were.

18. Act a part in the dramatization.

17. Join a group to select a cast for the play. Try proper order to form a play.

16. Join a group to read the various written dramatizations, select the best scenes, and combine them in Christmas Carol.

15. Write a dramatization of one scene from the

14. Write a modern Christmas Carol of your own. Prepare to read it to the class.

13. Give a talk on London as it was in Dickens' time.

12. Prepare a talk or write a paper describing an English Christmas of ancient times. See reference No. (17).

11. Prepare a talk or write a paper describing an

(1) The Cricket on the Hearth, by Charles Dickens.  
Another famous Christmas story by the author of "The Christmas Carol".

(2) "Christmas Eve at Mr. Wardle's", from The Pickwick Papers, by Charles Dickens. Chapter XXVIII.

(3) Holly Tree and Other Christmas Stories, by Charles Dickens.

(4) From the Sketch Book, by Washington Irving, read "Christmas", "The Stage Coach", "Christmas Eve", "Christmas Day", and "The Christmas Dinner". These sketches may also be found in a volume called Christmas at Bracebridge Hall.

(5) Christmas: A Book of Stories Old and New, by Alice Dalgliesh. A variety of good Christmas stories by noted authors.

(6) Christmas in Legend and Story, by E.S. Smith and A.I. Hazeltine. Poems, legends, stories of the Christ child or of the true Christmas spirit.

(7) Christmas in Storyland, by Maud Van Buren and Katharine I. Bemis. New stories by modern authors.

(8) Christ Legends, by Selma Lagerlof.  
Eleven stories translated from the Swedish.

(9) Christmas Nightingale, by Eric P. Kelly.  
Three lovely Christmas stories, with setting in Poland.

(10) The First Christmas Tree, by Henry Van Dyke.



A story of St. Boniface and the introduction of Christianity into Germany.

(11) Story of the Other Wise Man, by Henry Van Dyke.  
A fourth wise man found his King in deeds of lovingkindness.

(12) Book of Christmas Stories for Children, by Maude O. Walters. Thirty-six old and new stories.

(13) Bird's Christmas Carol, by Kate Douglas Wiggin.  
How Carol Bird made a merry Christmas for the Ruggleses.

(14) In the Endless Sands, by E. Scott and K. Scott.  
A boy's fascinating adventure, lost in the Sahara.

(15) Tono Antonio, by Ruth Sawyer.

The story of a Spanish boy.

(16) Ben Hur, by Lew Wallace.  
Read Book One for a vivid description of the first Christmas.

(17) Master Skylark, by John Bennett.  
Read Chapter 28, which gives a description of Christmas in the court of Queen Elizabeth.

(18) Little Women, by Louisa May Alcott.  
Read Chapter 2, "A Merry Christmas", for one way of showing the Christmas spirit.

(19) On the Inexhaustibility of the Subject of Christmas, by Leigh Hunt. A jolly appreciation of Christmas by a man who knew Dickens.



- (20) Weloome Christmas, by Eleanor Graham.

Traditions, stories, carols, games, and riddles.  
Emphasis on the old English traditions.

- (21) Children's Book of Christmas, by J.C. Dier.

Carols, poems, and descriptions of Christmas customs in many lands.

- (22) Christmas, by Robert Haven Schauffler.

Varied selections grouped under: Origin; Celebration; Significance and Spirit; Stories; Old Carols and Exercises.

- (23) Yule Tide in Many Lands, by M.P. Pringle and C.A. Urann. Tells of Christmas in ancient times, and of Christmas customs in England, Germany, Scandinavia, Russia, France, Italy, and America.

- (24) Christmas Holiday Book, by Alice Daglish and Ernest Rhys. Poems, stories, legends, carols, folk tales, and games.

- (25) Christmas Candles, by Elsie Hobart Carter.  
Plays depicting Christmas in various times and countries.

- (26) Carols Old and Carols New, collected by Charles L. Hutchins. A large and varied collection.

- (27) Christmas Carols, by Lucy E. Broadwood.  
An attractive book containing the words and music of twenty-eight old English carols.

(101) Welsh Christmas, by Thomas Gwynn Jones.

Traditions, stories, songs, and rituals.

Mythology on the old English traditions.

(102) Christmas's Book of Christmas, by J. J. Gier.

Stories, poems, and descriptions of Christmas past.

Some in many lands.

(103) Christmas, by Robert Henry Stoddard.

Various selections from old and new.

Calendars; legends and stories; songs; and customs.

and Christmas.

(104) Yule Time in Many Lands, by J. P. Fiske and J. J.

Myth. Tales of Christmas in ancient times, and of Christmas.

and customs in England, Germany, Scandinavia, Russia, France,

Italy, and America.

(105) Christmas Songs, by Alice B. Gage and

others. Songs, stories, legends, customs, folk songs,

and games.

(106) Christmas Stories, by Alice B. Gage.

Stories of Christmas in various lands and countries.

(107) Christmas Old and New, collected by G. J. Gage.

Stories and songs collected.

(108) Christmas Songs, by J. J. Gage.

An attractive book containing the words and music of twenty

of the old English carols.

(28) Christmas Carols from Many Countries, by Coleman and Jorgensen. Over eighty folk-carols of various countries ranging in origin from the twelfth to the nineteenth centuries. Some are in the original foreign languages.

(29) The Country Dance Book, by Cecil J. Sharp. This book, published in parts, contains figures and steps of many old English Country Dances.

"Pop Goes the Weasel", Part One, p.53-54.

"Jenny Pluck Pears", Part Two, p.49.

"Putney Ferry", Part Two, p.52.

"Newcastle", Part Two, p. 58.

"Gathering Peascods", Part Two, p.62.

"Up Tails All", Part Three, p.52-53.

"The Health; or the Merry Wassail", Part Four, p.66.

"Rose is White and Rose is Red", Part Six, p.52.

(30) Country Dance Tunes, by Cecil J. Sharp.

This work contains the music for the dances listed above. It is divided into sets.

"Pop Goes the Weasel", Set One, p.10.

"Jenny Pluck Pears", Set Three, p.1.

"Putney Ferry", Set Three, p. 2.

"Newcastle", Set Three, p.5.

"Gathering Peascods", Set Three, p.6.

"Up Tails All", Set Five, p.3.

(28) Christmas Carols from Many Countries, by Coleman and Jorgensen. Over eighty folk-carols of various countries ranging in origin from the twelfth to the nineteenth centuries. Some are in the original foreign languages.

(29) The Country Dance Book, by Cecil J. Sharp. This book, published in parts, contains figures and steps of many old English Country Dances.

"Pop Goes the Weasel", Part One, p. 53-54.

"Jenny Fink Pears", Part Two, p. 49.

"Putney Ferry", Part Two, p. 52.

"Newcastle", Part Two, p. 58.

"Gathering Peasblossoms", Part Two, p. 62.

"Up Tails All", Part Three, p. 52-53.

"The Healer; or the Merry Weasel", Part Four.

p. 55.

"Rose is White and Rose is Red", Part Six, p. 53.

(30) Country Dance Tunes, by Cecil J. Sharp.

This work contains the music for the dances listed above. It is divided into sets.

"Pop Goes the Weasel", Set One, p. 10.

"Jenny Fink Pears", Set Three, p. 1.

"Putney Ferry", Set Three, p. 2.

"Newcastle", Set Three, p. 5.

"Gathering Peasblossoms", Set Three, p. 6.

"Up Tails All", Set Five, p. 3.

"The Health or the Merry Wassail", Set Six, p.16

"Rose is White and Rose is Red", Set Ten, p.1.

The four books listed below tell of London in the time of Dickens.

(31) Days of Dickens, by A.L.Hayward.

(32) The London of Dickens, by Walter Dexter.

(33) The London of Charles Dickens, by E. B. Chancellor.

(34) The Real Dickens-Land, by H.S.Ward and C.W.B. Ward. This book also gives interesting facts about Dickens' life.

Interesting books that tell about Dickens' life:

(35) The Life of Charles Dickens, Vol. I, by John Foster.

(36) Dickens' Own Story, by Sir W.R. Nicoll.

(37) The Childhood and Youth of Dickens, by Robert Langton.

(38) A Child's Journey with Dickens, by Kate Douglas Wiggin.

(39) Story-Lives of Master Writers, by Charles Harlow Raymond. See "Charles Dickens", p.151-171.

"The Health of the Merry Wives", Set Six, p. 12

"Rose is White and Rose is Red", Set Ten, p. 1.

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(38) A Child's Journey with Dickens, by Kate Douglas

Wiggin.

(39) Story-Lives of Master Writers, by Charles

Harlow Raymond. See "Charles Dickens", p. 151-171.

## Mastery Test A

Place the number of the character before the quotation which refers to the character.

Example:

1. Topper ( ) "An old gentleman in a Welsh wig".  
 (1) "Could growl away in the bass like a good one".

- 
1. The boy Scrooge ( ) "A jolly giant, glorious to see".  
 2. Scrooge's nephew ( ) "A lonely boy....reading near a  
 3. Mrs. Cratchit feeble fire".  
 4. Ghost of Christ- ( ) "One vast substantial smile".  
 mas Yet to Come ( ) "His face was ruddy and handsome".  
 5. Old Joe ( ) "A live animal....that growled and  
 6. Ghost of Christ- grunted....and lived in London".  
 mas Present ( ) "In a twice turned gown, but brave  
 7. Tiny Tim in ribbons".  
 8. Topper ( ) "Shrouded in a deep black garment".  
 9. Old Fezziwig ( ) "A gray haired rascal nearly seventy  
 10. Marley's Ghost years of age".  
 11. Little Fan ( ) "As happy as an angel, as merry as a  
 12. Master Peter school boy".  
 Cratchit ( ) "Had a plaintive little voice".  
 13. Scrooge ( ) "Always knew where the plump sister  
 14. Fred's wife was".

## Mastery Test A

Place the number of the character before the proposition which refers to the character.

## Examples:

1. Topper ( ) "An old gentleman in a Welsh wig".
  - ( ) "Could growl away in the bass like a good one".
- 
1. The boy George ( ) "A jolly giant, glorious to see".
  2. George's nephew ( ) "A lonely boy....reading near a
  3. Mrs. Cratchit ( ) "A lonely boy....reading near a
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  7. Ghost of Christ- ( ) "In a white turned gown, but drive
  8. Tiny Tim ( ) "in ribbons".
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  10. Old Peaswig ( ) "A grey haired rascal nearly seventy
  11. Marley's Ghost ( ) "years of age".
  12. Little Fan ( ) "As happy as an angel, as merry as a
  13. Master Peter ( ) "school boy".
  14. Cratchit ( ) "Had a plaintive little voice".
  15. George ( ) "Always knew where the pump sister
  16. Fred's wife ( ) "was".

15. Bob Cratchit ( ) "An old gentleman in a Welsh wig".
16. The Ghost of Christmas Past ( ) "In his pigtail, usual waistcoat, tights and boots".
17. Mrs. Fezziwig ( ) "Always a delicate creature....but she had a large heart".
18. Martha Cratchit ( ) "A squeezing, wrenching, grasping... old sinner".
- a. ( ) "Getting the corners of his monstrous shirt collar into his mouth!"
- b. ( ) "His threadbare clothes darned up and brushed".
- c. ( ) "With a dimpled, surprised-looking, capital face".
- d. ( ) "A poor apprentice at a milliner's".
- e. ( ) "From the crown of his head there sprang a bright clear jet of light".
- f. ( ) "He hoped the people saw him in church".
- g. ( ) "Faith, hope, and charity".
- h. ( ) "Kindness, charity, and mercy".
- i. ( ) "Workhouses and prisons".

15. Bob Cratchit ( "An old gentleman in a Welsh wig".
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20. "Getting the corners of his mouth- stone shirt collar into his mouth
21. "His threadbare clothes darned up and brushed".
22. "With a dimpled, surprised-looking, capital face".
23. "A poor apprentice at a milliner's".
24. "From the crown of his head there sprang a bright clear jet of light".
25. "He hoped the people saw him in church".

3. The first spirit came to

a. ( ) Marley's ghost      **Mastery Test B**      as of his youth

Place a check mark before the word or phrase which most correctly completes the sentence.

Example:      Scrooge once more to enjoy himself

4. On the street Scrooge heard the business men talking about a. ( ) Showed Scrooge the way to help the poor

a. ( ) Business affairs      his unhappy ending

b. ( ) A Christmas party      happiness and jollity of the

c. (✓) Someone's death      visited

d. ( ) Helping the poor      happiness of the wealthy at

Christmas

1. Scrooge was greatly afraid of

a. ( ) Marley's ghost      or the future if Scrooge would

b. ( ) The Ghost of Christmas Past      future

c. ( ) The Ghost of Christmas Present      showed Scrooge how miserable his future might

d. ( ) The Ghost of the Future      Scrooge

2. The ghost said that Marley's real business on earth had been Scrooge promised the Ghost of the Future that he would

a. ( ) Trading and accounting      salary

b. ( ) Faith, hope, and charity      all the year

c. ( ) Mankind, charity, and mercy

d. ( ) Workhouses and prisons      poor

## Mastery Test B

Place a check mark before the word or phrase which

most correctly completes the sentence.

Example:

On the street Scrooge heard the business men talking

about

- a. ( ) Business affairs
- b. ( ) A Christmas party
- c. ( ) Someone's death
- d. ( ) Helping the poor

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- b. ( ) The ghost of Christmas Past
- c. ( ) The ghost of Christmas Present
- d. ( ) The ghost of the Future

2. The ghost said that Marley's real business on earth had

been

- a. ( ) Trading and accounting
- b. ( ) Faith, hope, and charity
- c. ( ) Kindness, charity, and mercy
- d. ( ) Workhouses and prisons

3. The first spirit came to

- a.( ) Revive Scrooge's memories of his youth
- b.( ) Warn Scrooge that time flies
- c.( ) Show Scrooge the foolishness of youth
- d.( ) Help Scrooge once more to enjoy himself

4. The second spirit

- a.( ) Showed Scrooge the way to help the poor
- b.( ) Showed Scrooge his unhappy ending
- c.( ) Represented the happiness and jollity of the Christmas celebration
- d.( ) Pointed out the happiness of the wealthy at Christmas

5. The third spirit

- a.( ) Promised to alter the future if Scrooge would reform
- b.( ) Showed Scrooge how agreeable his future might be
- c.( ) Spoke reassuringly to Scrooge
- d.( ) Made real the future unhappiness of Scrooge

6. Scrooge promised the Ghost of the Future that he would

- a.( ) Raise Bob Cratchit's salary
- b.( ) Try to keep Christmas all the year
- c.( ) Treat his nephew more kindly
- d.( ) Become a friend to the poor

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  - d. ( ) Become a friend to the poor

7. Scrooge's nephew

- a.( ) Was charitable and forbearing with Scrooge
- b.( ) Hoped Scrooge would leave him all of his money
- c.( ) Aimed to keep Bob Cratchit from receiving  
Scrooge's money
- d.( ) Wished his Uncle Scrooge to adopt Tiny Tim

8. The Cratchit family

- a.( ) Were careless and disorderly without realizing it
- b.( ) Attempted to conceal their poverty by appearing gay
- c.( ) Were cheerfully making the best of their small lot
- d.( ) Were unhappy beneath their gay surface

9. The appearance of the two frightful children indicated that

- a.( ) The poor and unfortunate always beg on the streets at Christmas time
- b.( ) Poverty and want should be covered up at Christmas time
- c.( ) Thinking about the poor and unfortunate will spoil any Christmas celebration
- d.( ) Some thought for the poor and unfortunate is a part of the Christmas spirit

10. At the beginning of the story Scrooge

- a.( ) Covered his kind heart with a gruff manner

7. Scrooge's nephew

- a. ( ) Was charitable and forbearing with Scrooge
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d. ( ) Some thought for the poor and unfortunate is a

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10. At the beginning of the story Scrooge

a. ( ) Covered his kind heart with a gruff manner

## 10.(Continued)

b.( ) Believed Christmas to be only a nuisance to a  
man of business

c.( ) Showed his good-will and unselfishness in every  
act and speech

d.( ) Was truly happy attending strictly to his own  
business

## 11. At the end of the story, Scrooge

a.( ) Covered his kind heart with a gruff manner

b.( ) Believed Christmas to be only a nuisance to a  
man of business

c.( ) Showed his good-will and unselfishness in every  
act and speech

d.( ) Was truly happy attending strictly to his own  
business

## 12. Dickens' idea of the Christmas spirit was that

a.( ) Everyone should remember his past and think of  
his future on Christmas Day

b.( ) Every family should have a feast on Christmas  
Day

c.( ) Christmas should be spent having a jolly time  
with one's relatives

d.( ) Love and good fellowship should be shared with  
everyone at Christmas time

## 13. The "Christmas Carol" shows that happiness grows out of

a.( ) Riches

10. (Continued)

b. ( ) Believed Christmas to be only a nuisance to a

man of business

c. ( ) Showed his good-will and unselfishness in every

act and speech

d. ( ) Was truly happy attending strictly to his own

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c. ( ) Christmas should be spent having a jolly time

with one's relatives

d. ( ) Love and good fellowship should be shared with

everyone at Christmas time

13. The "Christmas Carol" shows that happiness grows out of

a. ( ) Riches

## 13. (Continued)

- b.( ) Poverty
- c.( ) Unselfishness
- d.( ) Entertainment

14. Trying to help those who are more unfortunate than we are, is

- a.( ) Correct behavior
- b.( ) Wasted time
- c.( ) Useful experience
- d.( ) True charity

15. This story teaches that people who really try to help others are most of all helping

- a.( ) **Charity**
- b.( ) Themselves
- c.( ) Religion
- d.( ) To set good examples

Mastery Test C

Repeat Vocabulary Pretest. See pages 136-139.

13. (Continued)

- b. ( ) Poverty
- c. ( ) Unselfishness
- d. ( ) Entertainment

14. Trying to help those who are more unfortunate than we are, is

- a. ( ) Correct behavior
- b. ( ) Wasted time
- c. ( ) Useful experience
- d. ( ) True charity

15. This story teaches that people who really try to help others are most of all helping

- a. ( ) Charity
- b. ( ) Themselves
- c. ( ) Religion
- d. ( ) To set good examples

Mastery Test C

Repeat Vocabulary Pretest. See pages 184-185.

## APPENDIX

### Tests of Optional Readings

Although most optional activities stand as their own tests and evidence, it is serious that there is need for some type of check on optional reading done by individual pupils. Where a large amount of reading is being done, simple objective tests are a more satisfactory measure of individual accomplishment than book-reviews, which may not be entirely the pupil's work, and require a great amount of time for reading. A few tests have been included below to show an effective form of simple examination. As the purpose of these tests is not diagnostic, but to secure a wide sampling of individual elements in a short amount of time, the true-false form has been used.

## APPENDIX

Reading Test I: Boy-Book, by Dean Ogden Parker

Read each statement carefully. If the statement is true, encircle the letter T before it. If false, encircle the letter F. Example:

1. ☒ The father pigeon struck the egg a blow with his beak when it was time for the baby pigeon to emerge.
2. ☐ Both the father and mother pigeon helped to feed the baby.

APPENDIX

## APPENDIX

### Tests of Optional Readings

Although most optional activities stand as their own tests and evidence, it is obvious that there is need for some type of check on optional reading done by individual pupils. Where a large amount of reading is being done, simple objective tests seem to offer a more satisfactory measure of individual accomplishment than book-reviews, which may not be entirely the pupil's work, and require a great amount of time for reading. A few tests have been included below to show an effective form of simple examination. As the purpose of these tests is not diagnostic, but to secure a wide sampling of individual elements in a short amount of time, the true-false form has been used.

Reading Test I: Gay-Neck, by Dhan Gopal Mukerji

Read each statement carefully. If the statement is true, encircle the letter T before it. If false, encircle the letter F. Example:

T (F) The father pigeon struck the egg a blow with his beak when it was time for the baby pigeon to emerge.

(T) F Both the father and mother pigeon helped to feed the baby.

# Tests of Critical Reading

Although most optional activities stand on their own

tests and evidence, it is obvious that there is need for

some type of check on optional reading done by individual

pupils. There is a large amount of reading in school books,

single objective tests are to be made for satisfactory

measures of individual achievement in reading.

which may not be entirely the pupil's work, and require a

great amount of time for testing. A few tests have been

included below to show an effective form of single

reading. The other of these tests is not single

but to measure the reading of individual elements in

a short period of time, the two tests have been used.

Reading Test I: Copy-Book, by John G. G. G.

Read each sentence carefully. If the statement is

true, write the letter T below it. If false, write F

and the letter F.

The following sentences are to be read with

the book open to the page for the test.

to write

1. Read the following and write T or F below each

and the book.

1. T F The Himalayan eagle builds his nest beyond the sweep of the wind.
2. T F An abominable odor of drying bones and flesh came from the eagles' nest.
3. T F The father and mother eagle teach the young ones to fly.
4. T F The Lama said that he had healed Gay-Neck of fear.
5. T F By putting his ear to the ground, Ghond could tell when the bison were coming.
6. T F An elephant breaks down trees by walking backward against them.
7. T F The author and his friend slept overnight on a bed of leaves in the jungle.
8. T F The swift flies at a rate of fifty miles an hour.
9. T F At night the owls preyed upon the smaller birds.
10. T F Peacocks pay no attention to tigers.
11. T F Gay-Neck became used to the climate of the Himalayas.
12. T F In India, if you sell a carrier pigeon and it flies back to you, you must return it to its new owner.
13. T F The pigeons disliked buttered seeds.
14. T F The male pigeons fought for leadership of the flock.
15. T F During the competition the flocks were tested for speed in flying.

1. T F The Himalayan eagle builds his nest beyond the sweep of the wind.
2. T F An abominable odor of drying bones and flesh came from the eagles' nest.
3. T F The father and mother eagle teach the young ones to fly.
4. T F The lama said that he had healed Gay-Neck of fear.
5. T F By putting his ear to the ground, Ghond could tell when the beasts were coming.
6. T F An elephant breaks down trees by walking backward against them.
7. T F The author and his friend slept overnight on a bed of leaves in the jungle.
8. T F The swift flies at a rate of fifty miles an hour.
9. T F At night the owls preyed upon the smaller birds.
10. T F Passcocks pay no attention to tigers.
11. T F Gay-Neck became used to the climate of the Himalayas.
12. T F In India, if you sell a carrier pigeon and it flies back to you, you must return it to its new owner.
13. T F The pigeons disliked ordered seeds.
14. T F The male pigeons fought for leadership of the flock.
15. T F During the competition the flocks were tested for speed in flying.

16. T F Jahore was referred to as the Black Diamond.
17. T F Jahore gave his life in aiding Gay-Neck to escape from an eagle.
18. T F A buzzard got his talons around Gay-Neck, but Gay-Neck escaped.
19. T F Gay-Neck became very bold after his experience with the buzzard.
20. T F Radja was a famous guide and hunter.
21. T F Gay-Neck went to the war zone under the care of his owner.
22. T F Gay-Neck would not fly when he returned from the war to India.
23. T F Gay-Neck's master went to the jungle with Ghond to kill a dangerous buffalo.
24. T F Ghond managed to lasso a dangerous buffalo in the jungle.
25. T F The author believes that fear produces an odor which provokes wild animals to attack.

Reading Test II: "The Elephant Remembers", by Edison  
Marshall

Read each statement carefully. If the statement is true, encircle the letter T before it. If false, encircle the letter F. Example:

Ⓓ F A Burman is intensely superstitious.

T Ⓔ Langur Dass tried to drive Muztagh into the hunters' trap.

16. T F Lahore was referred to as the Black Diamond.  
 17. T F Lahore gave his life in saving Gay-Nook to escape from an eagle.

18. T F A bearard got his talons around Gay-Nook, but Gay-Nook escaped.

19. T F Gay-Nook became very bold after his experience with the bearard.

20. T F Redja was a famous guide and hunter.

21. T F Gay-Nook went to the war zone under the care of his owner.

22. T F Gay-Nook would not fly when he returned from the war to India.

23. T F Gay-Nook's master went to the jungle with Ghond to kill a dangerous buffalo.

24. T F Ghond managed to lasso a dangerous buffalo in the jungle.

25. T F The author believes that fear produces an odor which provokes wild animals to attack.

Reading Test II: "The Elephant Remembered", by Edison

Marshall

Read each statement carefully. If the statement is true, encircle the letter T before it. If false, encircle the letter F. Example:

① A human is intensely superstitious.  
 T F Lamar Davis tried to drive Mustang into the hunters' trap.

1. T F Muztagh was born in the jungle in Burma.
2. T F During his first hour of life, Muztagh heard the far-off call of wild elephants.
3. T F Little Muztagh weighed one hundred pounds at birth.
4. T F The Dwasala is the best variety of elephant, symmetrical, trustworthy, and fearless.
5. T F The coat of the baby elephant is usually pinkish white.
6. T F Malay and Siamese princes pay fabulous prices for albino elephants.
7. T F The name Muztagh means "White Cloud".
8. T F The baby Muztagh was often taken with his mother on elephant drives into the jungle.
9. T F Langur Dass was a low-caste hillman in Dugan's employ.
10. T F Muztagh's mother slept regularly eight hours each night.
11. T F Langur Dass understood the ways of the forest people more than the other hillmen.
12. T F Most of the hunters felt great respect for Langur Dass.
13. T F Langur Dass was always eager to join the elephant drives.
14. T F An old legend among elephant catchers states that at one time men were subject to elephants.

1. T F Mustagh was born in the jungle in Burma.
2. T F During his first hour of life, Mustagh heard the far-off call of wild elephants.
3. T F Little Mustagh weighed one hundred pounds at birth.
4. T F The Dussala is the best variety of elephant, symmetrical, trustworthy, and fearless.
5. T F The cast of the baby elephant is usually pinkish white.
6. T F Malay and Siamese princes pay fabulous prices for albino elephants.
7. T F The name Mustagh means "White Cloud".
8. T F The baby Mustagh was often taken with his mother on elephant drives into the jungle.
9. T F Jangur Dass was a low-caste hillman in Dugan's employ.
10. T F Mustagh's mother slept regularly eight hours each night.
11. T F Jangur Dass understood the ways of the forest people more than the other hillmen.
12. T F Most of the hunters felt great respect for Jangur Dass.
13. T F Jangur Dass was always eager to join the elephant drives.
14. T F In old legend among elephant catchers states that at one time men were subject to elephants.

15. T F Most of the captive elephants were discontented or unhappy in their bonds.
16. T F Langur Dass was the only human being that Muztagh loved.
17. T F The mahouts and hunters said that Muztagh was a born rogue.
18. T F Muztagh snapped his horsehair ropes when he heard the wild elephants trumpeting in the night.
19. T F When Muztagh was ten years old, he no longer needed the protection of the herd.
20. T F Muztagh feared the strange jungle smells and sounds.
21. T F The hunters' first plan was to attempt to drive Muztagh into a keddah.
22. T F Khusru was killed when he attempted to hobble Muztagh.
23. T F Muztagh conquered the rhinoceros with great difficulty.
24. T F An alligator tried to bite off Muztagh's foot.
25. T F A rogue bull succeeded in driving Muztagh from his mud bath near the Manipur River.
26. T F A great bull seldom keeps the leadership of the herd more than ten years.
27. T F The bulls made a hollow ring around Muztagh and the old bull leader.

15. T F Most of the captive elephants were discontented or unhappy in their bonds.
16. T F Jangar Pass was the only human being that Mustang loved.
17. T F The mahouts and hunters said that Mustang was a born rogue.
18. T F Mustang snapped his tusks when he heard the wild elephants trumpeting in the night.
19. T F When Mustang was ten years old, he no longer needed the protection of the herd.
20. T F Mustang feared the strange jungle smells and sounds.
21. T F The hunters' first plan was to attempt to drive Mustang into a khabab.
22. T F Kharn was killed when he attempted to hobble Mustang.
23. T F Mustang conquered the rhinoceros with great difficulty.
24. T F An alligator tried to bite off Mustang's foot.
25. T F A rogue bull succeeded in driving Mustang from his mud bath near the Manjaur River.
26. T F A great bull seldom keeps the leadership of the herd more than ten years.
27. T F The bulls made a hollow ring around Mustang and the old bull leader.

28. T F The keddah was a strong stockade.
29. T F Old Langur Dass was named for a chieftain.
30. T F Ahmad Din pursued Langur Dass with drawn knife.
31. T F Muztagh succeeded in saving the herd from the hunters.
32. T F Muztagh went docilely into the enclosure when he saw Langur Dass.

Reading Test III: Back to Treasure Island, by

Harold Augustin Calahan.

Read each statement carefully. If the statement is true, encircle the letter T before it. If false, encircle the letter F. Example:

(T) F Dr. Livesey amputated Silver's leg..

T (F) Captain Smollett again commanded the Hispaniola.

- 
1. T F Jim's entire share of the treasure was buried in the hillside near the inn.
2. T F Jim surprised Black Dog talking with Diana at the inn.
3. T F Jim borrowed from the Squire a small brass cannon which he mounted on the roof of the inn.
4. T F In preparation for the pirates' attack, Diana placed two poker in the kitchen fire.
5. T F When Jim fired the borrowed cannon, the pirates retreated.

28. T F The Kaddah was a strong stockade.  
 29. T F Old Langur Pass was named for a chieftain.  
 30. T F Ahmad Bin pursued Langur Pass with drawn knife.  
 31. T F Mustash succeeded in saving the herd from the

hunters.

32. T F Mustash went docilely into the enclosure when he

saw Langur Pass.

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1. T F Jim's entire share of the treasure was buried in the hillside near the inn.
2. T F Jim surprised Black Dog talking with Jim at the inn.
3. T F Jim borrowed from the pirate a small brass cannon which he mounted on the roof of the inn.
4. T F In preparation for the pirates' attack, Jim placed two cokers in the kitchen fire.
5. T F When Jim fired the borrowed cannon, the pirates retreated.

6. T F The pirates left the inn before Jim heard the sound of approaching horses.
7. T F Ben Gunn arrived at the inn with men and horses from the Squire's stable.
8. T F The collapse of the South Sea Company destroyed the fortunes of the doctor and the Squire.
9. T F Diana begged to be allowed to go to Treasure Island as ship's cook.
10. T F Through Blandly, the old Hispaniola was fitted out for the trip.
11. T F The Doctor requested Jim to stow away enough water for both outward and return trips.
12. T F Seven large hogsheads figure importantly in the adventure.
13. T F The Squire did not tell Jim where the treasure chart was hidden.
14. T F The captain ordered the men to arm themselves with muskets before going ashore.
15. T F Jim saw Silver pop up through the opened hatch in the main hold.
16. T F Jim was commanded by Silver to fire the cannon on the deck.
17. T F The pirates ran the Jolly Roger up the mainmast.
18. T F The three marooned pirates of the previous voyage were found alive on Treasure Island.

6. T F The pirates left the inn before Jim heard the  
sound of approaching horses.
7. T F Ben Gunn arrived at the inn with men and horses  
from the Spire's stable.
8. T F The collapse of the South Sea Company destroyed  
the fortunes of the doctor and the Spire.
9. T F Diana begged to be allowed to go to Treasure  
Island as ship's cook.
10. T F Through Blindly, the old Hispaniola was fitted  
out for the trip.
11. T F The doctor requested Jim to stay away enough  
water for both outward and return trips.
12. T F Seven large hogheads figure importantly in the  
adventure.
13. T F The Spire did not tell Jim where the treasure  
chest was hidden.
14. T F The captain ordered the men to arm themselves  
with muskets before going ashore.
15. T F Jim saw Silver pop up through the opened hatch  
in the main hold.
16. T F Jim was commanded by Silver to fire the cannon  
on the deck.
17. T F The pirates ran the Jolly Roger up the mainmast.
18. T F The three marooned pirates of the previous  
voyage were found alive on Treasure Island.

19. T F The marooned pirates believed the cave to be accursed.
20. T F To aid himself in getting ashore, Jim cut the ship's cable at flood tide.
21. T F The pirates believed they had been pursuing a headless man.
22. T F Jim's party played a game of cross-tag with the pirates.
23. T F Blandly was treated with unusual courtesy by all of the pirates.
24. T F Jim boarded the stranded Hispaniola, but was not able to find the treasure chart.
25. T F Jim, waving his kerchief as a flag of truce, walked boldly toward the armed pirates.
26. T F The pirates strung Jim up by his thumbs.
27. T F Jim was saved from the pirates by the arrival of Ben Gunn.
28. T F The pirates searched unsuccessfully for a black crag with a face on it.
29. T F Silver and Diana were put ashore at Trinidad.
30. T F Jim kept his promise to care for Silver's parrot.
31. T F Jim's mother is not mentioned in this story.
32. T F Captain Smollett figures importantly in this adventure.

19. T F The marooned pirates believed the cave to be  
occurred.
20. T F To aid himself in getting ashore, Jim cut the  
ship's cable at flood tide.
21. T F The pirates believed they had been pursuing a  
headless man.
22. T F Jim's party played a game of cross-tag with the  
pirates.
23. T F Blindly was treated with unusual courtesy by all  
of the pirates.
24. T F Jim boarded the stranded Hispaniola, but was not  
able to find the treasure chest.
25. T F Jim, waving his kerchief as a flag of truce,  
walked boldly toward the armed pirates.
26. T F The pirates strung Jim up by his thumbs.
27. T F Jim was saved from the pirates by the arrival of  
Ben Gunn.
28. T F The pirates searched unsuccessfully for a black  
oreg with a face on it.
29. T F Silver and Diana were put ashore at Trinidad.
30. T F Jim kept his promise to care for Silver's parrot.
31. T F Jim's mother is not mentioned in this story.
32. T F Captain Smollett figures importantly in this  
adventure.

33. T F Ben Gunn was killed on Treasure Island.
34. T F Jim's party fought with arms which they dug up on Treasure Island.
35. T F Blandly was killed by John Silver.
36. T F Jim finally returned to the Admiral Benbow Inn.

Reading Test IV: Sohrab and Rustum, by Matthew Arnold.

Read each statement carefully. If the statement is true, encircle the letter T before it. If false, encircle the letter F. Example:

☒ T F The Persians were at war with the Tartars.

T ☒ F The fight took place on the shores of the Aral Sea.

- 
1. T F Rustum was the son of Sohrab.
  2. T F Sohrab, within the Persian camp, sought to leave to fight the bravest Tartar in single combat.
  3. T F Haman was next in authority to Peran-Wisa who ruled the Tartars.
  4. T F Peran-Wisa was a man in the prime of life.
  5. T F Haman was a very old man.
  6. T F The leader of the Persians was called Ferood.
  7. T F The demand that the Persians choose a champion to fight Sohrab was announced by Peran-Wisa.
  8. T F At the challenge, the Tartars held their breath with fear.

33. T F Bob Gunn was killed on Treasure Island.  
 34. T F Jim's party fought with arms which they dug up  
 on Treasure Island.  
 35. T F Blandly was killed by John Silver.  
 36. T F Jim finally returned to the Admiral Benbow Inn.

Reading Test IV: Sokrates and Rustum, by Matthew Arnold

Read each statement carefully. If the statement is  
 true, encircle the letter T before it. If false, encircle  
 the letter F. Example:

- (T) F The Persians were at war with the Tartars.  
 T (F) The fight took place on the shores of the Aral

Sea.

1. T F Rustum was the son of Sokrates.  
 2. T F Sokrates, within the Persian camp, sought to leave  
 to fight the bravest Tartar in single combat.  
 3. T F Haman was next in authority to Perses-Wias who  
 ruled the Tartars.  
 4. T F Perses-Wias was a man in the prime of life.  
 5. T F Haman was a very old man.  
 6. T F The leader of the Persians was called Perses.  
 7. T F The demand that the Persians choose a champion  
 to fight Sokrates was announced by Perses-Wias.  
 8. T F At the challenge, the Tartars held their breath  
 with fear.

9. T F Rustum's tents were of black cloth.
10. T F Rustum carried a shield decorated with the figure of a Griffin.
11. T F When Rustum appeared, the Persians recognized him, but the Tartars did not know him.
12. T F Rustum at first wondered who the unknown youth was, and pitied him.
13. T F Rustum invited Sohrab to quit the Tartars and go to Iran as his son.
14. T F Sohrab ran to Rustum and embraced his knees.
15. T F Rustum feared that if he gave his name, Sohrab would find a pretext not to fight.
16. T F Sohrab attempted to kill Rustum when Rustum fell on his knees.
17. T F Sohrab, in the midst of the conflict, invited Rustum to a truce.
18. T F Rustum showed only indifference when Sohrab shamed him before both hosts.
19. T F Ruksh, the horse of Rustum, stood close by during the fight.
20. T F When Rustum shouted his own name, Sohrab dropped his shield.
21. T F Sohrab said that Rustum would avenge his death.
22. T F The sign of Rustum's seal was pricked over Sohrab's heart.

9. T F Rustum's boots were of black cloth.
10. T F Rustum carried a shield decorated with the figure of a Griffin.
11. T F When Rustum appeared, the Persians recognized him, but the Tartars did not know him.
12. T F Rustum at first wondered who the unknown youth was, and pitied him.
13. T F Rustum invited Sohrab to quit the Tartars and go to Iran as his son.
14. T F Sohrab ran to Rustum and embraced his knees.
15. T F Rustum feared that if he gave his name, Sohrab would find a pretext not to fight.
16. T F Sohrab attempted to kill Rustum when Rustum fell on his knees.
17. T F Sohrab, in the midst of the conflict, invited Rustum to a truce.
18. T F Rustum showed only indifference when Sohrab shamed him before both hosts.
19. T F Hakan, the horse of Rustum, stood close by during the fight.
20. T F When Rustum shouted his own name, Sohrab dropped his shield.
21. T F Sohrab said that Rustum would avenge his death.
22. T F The sign of Rustum's seal was pricked over Sohrab's heart.

23. T F The seal represented the figure of a horseman.
24. T F Sohrab blamed Fate, and not Rustum, for his death.
25. T F Sohrab lamented that he had never seen his grandfather, the aged Zal.
26. T F Sohrab begged that the Tartars be allowed to cross the Oxus and go back in peace.
27. T F Rustum promised to carry Sohrab to his mother's home for burial.
28. T F The Persians and Tartars withdrew, leaving Rustum and Sohrab alone on the sands.

Reading Test V: "Christmas at Mr. Wardle's", from The Pickwick Papers, by Charles Dickens.

Read each statement carefully. If the statement is true, encircle the letter T before it. If false, encircle the letter F. Example:

- T F This chapter deals largely with the adventures of the beautiful Lady Tollinglower.
  - T F Mr. Pickwick treated old Mrs. Wardle with great consideration and courtesy.
- 
1. T F The four Pickwickians met on the twenty-second day of December to take a coach to Dingley Dell.
  2. T F Besides portmateaus and carpet-bags, the Pickwickians carried several barrels of oysters and a codfish.



3. T F For extra warmth the Pickwickians wore shawls over their coats.
4. T F The coachman staged a little display of skill at driving a four-in-hand.
5. T F When they entered the streets of a town, the guard played a lively air on his bugle.
6. T F At the inn yard, the passengers waited while the horses were fed.
7. T F The coach was known as the Muggleton Telegraph.
8. T F Mr. Wardle was at the Blue Lion awaiting the arrival of the Pickwickians.
9. T F The Pickwickians finished their journey on saddle-horses, while Sam Weller and the fat boy carried the luggage in a cart.
10. T F The fat boy's chief interest in life was horses.
11. T F Old Wardle and the young ladies met the Pickwickians in a lane before they arrived at the manor.
12. T F Wardle and his party had just returned from a fox hunt.
13. T F Mr. Wardle's mother, sitting in the parlor, was in fine humor when they arrived.
14. T F After the first night at Mr. Wardle's, Mr. Pickwick was awakened by the noise of running feet, and suppressed outcries.

3. T F For extra warmth the Pickwickians wore shawls over their coats.
4. T F The coachman staged a little display of skill at driving a four-in-hand.
5. T F When they entered the streets of a town, the guard played a lively air on his bugle.
6. T F At the inn yard, the passengers waited while the horses were fed.
7. T F The coach was known as the Huggleton Telegraph.
8. T F Mr. Wardle was at the Blue Lion awaiting the arrival of the Pickwickians.
9. T F The Pickwickians finished their journey on saddle-horses, while Sam Weller and the fat boy carried the luggage in a cart.
10. T F The fat boy's chief interest in life was horses.
11. T F Old Wardle and the young ladies met the Pickwickians in a lane before they arrived at the manor.
12. T F Wardle and his party had just returned from a fox hunt.
13. T F Mr. Wardle's mother, sitting in the parlor, was in fine humor when they arrived.
14. T F After the first night at Mr. Wardle's, Mr. Pickwick was awakened by the noise of running feet, and suppressed outbreaks.

15. T F Mrs. Wardle wore to the wedding an old brocaded gown which had not been out of its box for twenty years.
16. T F Before the wedding Mr. Samuel Weller led the farm helpers in cheering on the lawn.
17. T F The wedding ceremony was performed in the parlor of the old manor house.
18. T F Mr. Pickwick presented the bride with a beautiful gold brooch.
19. T F Between the wedding breakfast and dinner time, the men of the party took a twenty-five mile walk.
20. T F At the ball, Mr. Pickwick appeared without gaiters, and in speckled silk stockings.
21. T F The music at the ball was furnished by three fiddlers.
22. T F The dance was led off by Mr. Snodgrass and Emily.
23. T F After the ball, there was a glorious supper downstairs.
24. T F Mr. Weller related to the fat boy the tale of an old sexton who was supposed to have been carried away by goblins.
25. T F The family played games in the parlor on Christmas Eve.

15. T F Mrs. Waidle wore to the wedding an old pressed  
gown which had not been out of its box for

twenty years.

16. T F Before the wedding Mr. Samuel Weller led the  
farm helpers in cheering on the lawn.

17. T F The wedding ceremony was performed in the  
parlor of the old manor house.

18. T F Mr. Fickel presented the bride with a beauti-  
ful gold brooch.

19. T F Between the wedding breakfast and dinner time,  
the men of the party took a twenty-five mile  
walk.

20. T F At the ball, Mr. Fickel appeared without  
gaiters, and in speckled silk stockings.

21. T F The music at the ball was furnished by three  
fiddlers.

22. T F The dance was led off by Mr. Snodgrass and  
Emily.

23. T F After the ball, there was a glorious supper  
dormant.

24. T F Mr. Weller related to the few boys the tale of  
an old sexton who was supposed to have been  
carried away by goblins.

25. T F The family played games in the parlor on  
Christmas Eve.

26. T F A large bunch of mistletoe was suspended over the doorway to the parlor.
27. T F Mr. Pickwick, under the mistletoe, was kissed by many of the young ladies.
28. T F Everyone seemed happy except the poor relatives, who behaved in a disgruntled manner.
29. T F They played blind-man's-buff and snap-dragon.
30. T F As they sat around the wassail bowl, Mr. Wardle sang a Christmas Carol.

26. T F A large bunch of mistletoe was suspended over the doorway to the parlor.
27. T F Mr. Pickwick, under the mistletoe, was kissed by many of the young ladies.
28. T F Everyone seemed happy except the poor relatives, who behaved in a disgruntled manner.
29. T F They played blind-man's-buff and snap-dragon.
30. T F As they sat around the wassail bowl, Mr. Winkle sang a Christmas Carol.

## Test Answers

Vocabulary pretest, Unit I.--

Section A	Section B	Section C
1. (3)	1. ( )	1. (14)
2. (5)	2. (6)	2. (12)
3. (1)	3. (12)	3. (11)
4. (2)	4. (1)	4. (1)
5. (7)	5. (3)	5. ( )
6. (4)	6. (11)	6. (13)
7. (6)	7. (2)	7. (10)
8. ( )	8. (4)	8. (2)
9. ( )	9. (5)	9. (3)
	10. (9)	10. ( )
	11. (10)	11. (4)
	12. (8)	12. (7)
	13. ( )	13. (8)
	14. (7)	14. (5)
		15. (6)
		16. ( 9)

Mastery Test A, Unit I.--

1.	2.	3.
(1) instinct	(1) instinct	(1) submissive
(2) intelligence	(2) intelligence	(2) patient
(3) fear		(3) sheltered
		(4) independent

## Test Answers

Vocabulary pretest, Unit I.--

Section A	Section B	Section C
1. (8)	1. ( )	1. (14)
2. (5)	2. (5)	2. (12)
3. (1)	3. (12)	3. (11)
4. (2)	4. (1)	4. (1)
5. (7)	5. (3)	5. ( )
6. (4)	6. (11)	6. (13)
7. (5)	7. (2)	7. (10)
8. ( )	8. (4)	8. (2)
9. ( )	9. (5)	9. (3)
	10. (2)	10. ( )
	11. (10)	11. (4)
	12. (8)	12. (2)
	13. ( )	13. (8)
	14. (7)	14. (5)
		15. (5)
		16. (2)

Mastery Test A, Unit I.--

1. (1) instant	2. (1) instant	3. (1) submissive
2. (2) intelligence	3. (2) intelligence	4. (2) patient
3. (3) fear		5. (3) sheltered
		6. (4) independent

- |                  |               |                  |
|------------------|---------------|------------------|
| 4.               | 5.            | 6.               |
| (1) intelligence | (1) fear      | (1) overrate     |
| (2) strength     | (2) habit     |                  |
| (3) affection    | (3) affection |                  |
| (4) control      |               |                  |
| 7.               | 8.            | 9.               |
| (1) wild         | (1) Coaly Bay | (1) intelligence |
|                  | (2) Moti Guj  | (2) strength     |
| 10.              | 11.           |                  |
| (1) vary         | (1) tamed     |                  |

Mastery Test B, Unit I.--

1. a.    2. b.    3. c.    4. b.    5. d.    6. c.  
 7. c.    8. a.    9. d.    10. b.    11. c.    12. c.    13. c.    14. a.

Vocabulary Pretest, Unit II.--

- | Section A | Section B | Section B |
|-----------|-----------|-----------|
| 1. (7)    | 1. (5)    | 11. (4)   |
| 2. (4)    | 2. (16)   | 12. (7)   |
| 3. (1)    | 3. (3)    | 13. (10)  |
| 4. (2)    | 4. (12)   | 14. (13)  |
| 5. (5)    | 5. (14)   | 15. (2)   |
| 6. (8)    | 6. ( )    | 16. (5)   |
| 7. ( )    | 7. (6)    |           |
| 8. (9)    | 8. (9)    |           |
| 9. (3)    | 9. ( )    |           |
| 10. (6)   | 10. (1)   |           |

- |    |                  |    |               |    |              |
|----|------------------|----|---------------|----|--------------|
| 4. | (1) intelligence | 5. | (1) fear      | 6. | (1) overrate |
|    | (2) strength     |    | (2) habit     |    |              |
|    | (3) affection    |    | (3) affection |    |              |
|    | (4) control      |    |               |    |              |

- |     |          |     |                |    |                       |
|-----|----------|-----|----------------|----|-----------------------|
| 7.  | (1) wild | 8.  | (1) Gooly Bay  | 9. | (1) intellig-<br>ence |
|     |          |     | (2) Mott Gully |    | (2) strength          |
| 10. | (1) vary | 11. |                |    |                       |

Mastery Test B, Unit I.--

- |        |        |       |        |        |        |
|--------|--------|-------|--------|--------|--------|
| 1. a.  | 2. b.  | 3. c. | 4. b.  | 5. a.  | 6. c.  |
| 7. c.  | 8. a.  | 9. a. | 10. b. | 11. c. | 12. c. |
| 13. c. | 14. b. |       |        |        |        |

Vocabulary Pretest, Unit II.--

- | Section A | Section B | Section B |
|-----------|-----------|-----------|
| 1. (7)    | 1. (6)    | 12. (4)   |
| 2. (4)    | 2. (12)   | 13. (7)   |
| 3. (1)    | 3. (3)    | 14. (10)  |
| 4. (3)    | 4. (12)   | 15. (13)  |
| 5. (6)    | 5. (14)   | 16. (3)   |
| 6. (8)    | 6. ( )    | 17. (6)   |
| 7. ( )    | 7. (6)    |           |
| 8. (3)    | 8. (9)    |           |
| 9. (3)    | 9. ( )    |           |
| 10. (6)   | 10. (1)   |           |

## Section B

17. (8)

18. (11)

## Section C

1. (10)

2. ( )

3. (9)

4. ( )

5. (8)

6. (7)

7. (6)

8. (1)

9. (3)

10. (5)

11. (4)

12. (2)

## Section D.

1. ( )

2. ( )

3. (2)

4. (3)

5. (1)

6. (8)

7. (7)

8. (5)

## Section D

9. (9)

10. (6)

11. (4)

12. (10)

## Section E

1. (6)

2. ( )

3. (4)

4. ( )

5. (3)

6. (2)

7. (5)

8. (1)

9. (7)

10. (8)

11. (10)

12. (9)

## Section F

1. ( )

2. (3)

3. (1)

4. (12)

5. (10)

6. (4)

## Section F

7. (2)

8. (5)

9. (6)

10. (7)

11. ( )

12. (8)

13. (11)

14. (9)

## Section G

1. (7)

2. (8)

3. (9)

4. (10)

5. ( )

6. ( )

7. ( )

8. (5)

9. (3)

10. (2)

11. (1)

12. (6)

13. (4)



## Section H

- |         |         |          |
|---------|---------|----------|
| 1. (4)  | 6. (1)  | 11. (7)  |
| 2. (11) | 7. (3)  | 12. (10) |
| 3. (6)  | 8. (2)  | 13. ( )  |
| 4. (9)  | 9. ( )  |          |
| 5. (8)  | 10. (1) |          |

Mastery Test A, Unit II.--

- |         |         |         |
|---------|---------|---------|
| 1. (11) | 5. (2)  | 9. (6)  |
| 2. ( )  | 6. (5)  | 10. (7) |
| 3. (4)  | 7. (10) | 11. (8) |
| 4. (1)  | 8. (3)  | 12. (9) |

Mastery Test B, Unit II.--

- |         |         |                |
|---------|---------|----------------|
| 1. (3)  | 7. (6)  | 13. (3) or (6) |
| 2. (1)  | 8. (5)  | 14. (6)        |
| 3. ( )  | 9. (4)  | 15. (6)        |
| 4. ( 2) | 10. (1) | 16. (5)        |
| 5. (7)  | 11. (1) | 17. (4)        |
| 6. (3)  | 12. (2) | 18. ( )        |

Mastery Test C, Unit II.--

- |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| 1. a.  | 2. b.  | 3. c.  | 4. c.  | 5. a.  | 6. d.  |
| 7. b.  | 8. b.  | 9. c.  | 10. d. | 11. b. | 12. a. |
| 13. b. | 14. d. | 15. d. | 16. b. | 17. c. | 18. a. |
| 19. c. | 20. a. |        |        |        |        |

Section H

1. (4)	6. (1)	11. (7)
2. (11)	7. (2)	12. (10)
3. (6)	8. (2)	13. ( )
4. (3)	9. ( )	
5. (8)	10. (1)	

Mastery Test A, Unit II.--

1. (11)	5. (2)	9. (6)
2. ( )	6. (6)	10. (7)
3. (4)	7. (10)	11. (8)
4. (1)	8. (3)	12. (3)

Mastery Test B, Unit II.--

1. (2)	7. (6)	13. (3) or (6)
2. (1)	8. (5)	14. (6)
3. ( )	9. (4)	15. (6)
4. (2)	10. (1)	16. (5)
5. (7)	11. (1)	17. (4)
6. (2)	12. (2)	18. ( )

Mastery Test C, Unit II.--

1. a.	2. b.	3. c.	4. c.	5. a.	6. b.
7. b.	8. b.	9. c.	10. d.	11. b.	12. a.
13. b.	14. b.	15. d.	16. b.	17. c.	18. a.
19. c.	20. a.				

Vocabulary Pretest, Unit III.--

## Section A

1. ( )

2. (9)

3. (2)

4. (1)

5. ( )

6. (10)

7. (3)

8. (4)

9. (7)

10. (6)

11. (5)

12. (8)

## Section B

1. (3)

2. (5)

3. ( )

4. (1)

5. (8)

6. ( )

7. (4)

8. (10)

9. (7)

10. (6)

## Section B

11. (2)

12. (9)

## Section C

1. ( )

2. (10)

3. (1)

4. (9)

5. (2)

6. ( )

7. (8)

8. (3)

9. (7)

10. (5)

11. (6)

12. (4)

## Section D

1. (8)

2. (3)

3. ( )

4. (1)

5. (10)

6. ( )

7. (4)

## Section D

8. (2)

9. (5)

10. (6)

11. (7)

12. (9)

## Section E

1. ( )

2. (10)

3. (9)

4. (8)

5. (1)

6. ( )

7. (2)

8. (6)

9. (7)

10. (3)

11. (5)

12. (4)

## Section F

1. ( )

2. (10)

3. (8)

4. (6)

Vocabulary Pretest, Unit III. --

Section A	Section B	Section D
1. ( )	11. (2)	8. (2)
2. (9)	12. (9)	9. (2)
3. (2)	Section C	10. (2)
4. (1)	1. ( )	11. (7)
5. ( )	2. (10)	12. (2)
6. (10)	3. (1)	Section E
7. (3)	4. (9)	1. ( )
8. (4)	5. (2)	2. (10)
9. (7)	6. ( )	3. (2)
10. (2)	7. (3)	4. (2)
11. (2)	8. (3)	5. (1)
12. (2)	9. (7)	6. ( )
Section B	10. (2)	7. (2)
1. (3)	11. (2)	8. (2)
2. (2)	12. (4)	9. (7)
3. ( )	Section D	10. (2)
4. (1)	1. (2)	11. (2)
5. (2)	2. (2)	12. (4)
6. ( )	3. ( )	Section F
7. (4)	4. (1)	1. ( )
8. (10)	5. (10)	2. (10)
9. (7)	6. ( )	3. (2)
10. (2)	7. (4)	4. (2)

## Section F

- |        |         |         |
|--------|---------|---------|
| 5. ( ) | 8. (4)  | 11. (7) |
| 6. (1) | 9. (2)  | 12. (5) |
| 7. (9) | 10. (3) |         |

(4) Mastery Test A, Unit III.--

- |                 |                      |                     |
|-----------------|----------------------|---------------------|
| 1. (1) meadows  | 4. (5) marshes       | 9. (1) Ohio         |
| (2) dikes       | (6) hay              | (2) Mississippi     |
| (3) tides       | (7) wood             | (3) Louisiana       |
| (4) flax        | (8) tassels          | (4) Father Felician |
| 2. (1) Normandy | 5. (1) commission    | 10. (1) pelicans    |
| (2) oak         | (2) altar            | (2) orange-trees    |
| (3) thatched    | (3) cattle           | (3) mosses          |
| (4) dormer      | (4) lands            | (4) water-lilies    |
| 3. (1) bees     | (5) dwellings        | (5) lotus           |
| (2) honey       | 6. (1) Basil         | (6) magnolia        |
| (3) foxes       | 7. (8) humming-birds |                     |
| 4. (1) herds    | (1) necklace         |                     |
| (2) heifer      | (2) Rene Leblance    |                     |
| (3) seaside     | 8. (1) sang          |                     |
| (4) watchdog    |                      |                     |

## Section V

5. ( )	8. (4)	11. (7)
6. (1)	9. (2)	12. (3)
7. (2)	10. (3)	

## Mastery Test A, Unit III.---

1. (1) meadows	4. (2) matches	9. (1) Ohio
(2) alikes	(3) hay	(2) Mississippi
(3) tides	(7) wood	(3) Louisiana
(4) flax	(8) tassels	(4) Father Wellman
2. (1) Normandy	(1) commission	10. (1) polio
(2) oak	(2) altar	(2) orange- trees
(3) shrouded	(3) cattle	(3) mosses
(4) dormer	(4) lands	(4) water- lilies
3. (1) bees	(5) dwellings	(5) lotus
(2) honey	(1) Basil	(6) magnolia
(3) foxes	7. (8) humming- birds	
4. (1) herbs	(1) neckties	
(2) better	(2) Rams Island	
(3) seaside	(1) same	
(4) watchdog		

- |                 |                    |                  |
|-----------------|--------------------|------------------|
| 11. (1) Shawnee | 13. (1) devotion   | 17. (1) advanced |
| (2) Canadian    | 14. (1) faith      |                  |
| (3) Comanches   | (2) loyalty        |                  |
| (4) Mowis       | (3) patience       |                  |
| (5) Lilinau     | 15. (1) little     |                  |
| 12. (1) peace   | 16. (1) outrageous |                  |
| (2) smooth      |                    |                  |
| (3) illumined   |                    |                  |

10. Mastery Test B, Unit III.--

1. c.    2. a.    3. b.    4. c.    5. b.    6. d.    7. c.  
 8. e.    9. c.    10. d.    11. d.

13. Vocabulary Pretest, Unit IV.--

- | Section A | Section A | Section B |
|-----------|-----------|-----------|
| 1. ( )    | 11. (7)   | 6. ( )    |
| 2. (1)    | 12. (6)   | 7. (9)    |
| 3. (9)    | 13. (5)   | 8. (6)    |
| 4. (12)   | 14. (10)  | 9. (5)    |
| 5. (11)   | Section B | 10. (4)   |
| 6. (2)    | 1. (7)    | 11. (3)   |
| 7. ( )    | 2. (8)    | 12. (1)   |
| 8. (3)    | 3. (12)   | 13. ( )   |
| 9. (4)    | 4. (10)   | 14. (2)   |
| 10. (8)   | 5. (11)   |           |

11.	(1) Shawnee	13.	(1) devotion	14.	(1) faith	15.	(2) loyalty	16.	(3) patience
	(2) Canadian		14.						
	(3) Comanches		(1) faith						
	(4) Howls		(2) loyalty						
	(5) Killman		(3) patience						
12.		15.		16.					
	(1) peace		(1) little						
	(2) smooth	16.							
	(3) illumined		(1) outrageous						

Mastery Test B, Unit III.--

1. c.	2. a.	3. b.	4. c.	5. b.	6. a.	7. c.
8. e.	9. c.	10. d.	11. d.			

Vocabulary Pretest, Unit IV.--

Section A		Section B		Section C	
1. ( )	11. (7)	1. (7)	11. (3)	1. (3)	11. (3)
2. (1)	12. (6)	2. (8)	12. (1)	2. (1)	12. (1)
3. (9)	13. (6)	3. (12)	13. ( )	3. ( )	13. ( )
4. (12)	14. (10)	4. (10)	14. (2)	4. (2)	14. (2)
5. (11)		5. (11)			
6. (2)		6. (2)			
7. ( )		7. ( )			
8. (3)		8. (3)			
9. (4)		9. (4)			
10. (8)		10. (11)			

## Section C

1. (5)
2. (10)
3. (2)
4. (3)
5. (4)
6. (9)
7. (8)
8. (7)
9. (6)
10. ( )
11. ( )
12. (11)
13. (1)

## Section D

1. (6)
2. (3)
3. (1)
4. (9)
5. (8)
6. (4)
7. ( )
8. ( )
9. (2)
10. (7)
11. (5)
12. (10)

## Section E

1. (11)
2. ( )
3. (10)
4. (1)
5. (2)
6. (8)
7. (3)
8. (6)
9. (5)
10. (7)
11. ( )
12. (4)
13. (9)

Mastery Test A, Unit IV.--

- |         |          |          |
|---------|----------|----------|
| 1. (6)  | 8. (5)   | 15. (13) |
| 2. (1)  | 9. (13)  | 16. (12) |
| 3. (17) | 10. (7)  | 17. (15) |
| 4. (2)  | 11. (8)  | 18. (14) |
| 5. (13) | 12. (9)  | 19. (18) |
| 6. (3)  | 13. (10) | 20. (16) |
| 7. (4)  | 14. (11) | 21. (7)  |

Mastery Test B, Unit IV.--

- |       |       |        |        |        |        |              |
|-------|-------|--------|--------|--------|--------|--------------|
| 1. d. | 2. c. | 3. a.  | 4. c.  | 5. d.  | 6. b.  | 7. a.        |
| 8. c. | 9. d. | 10. b. | 11. c. | 12. d. | 13. c. | 14. d. 15.b. |



Reading Test I: Gay-Neck.--

1. F	6. T	11. T	16. T	21. F
2. T	7. F	12. F	17. F	22. T
3. F	8. T	13. F	18. T	23. T
4. T	9. T	14. T	19. F	24. F
5. T	10. F	15. F	20. F	25. T

Reading Test II: The Elephant Remembers.--

1. F	7. F	13. F	19. F	25. F	31. F
2. T	8. F	14. T	20. T	26. F	32. F
3. F	9. T	15. F	21. F	27. T	
4. F	10. F	16. T	22. F	28. T	
5. F	11. T	17. T	23. F	29. T	
6. T	12. F	18. T	24. T	30. T	

Reading Test III: Back to Treasure Island.--

1. F	7. F	13. F	19. F	25. T	31. F
2. T	8. T	14. F	20. T	26. T	32. F
3. F	9. T	15. T	21. T	27. F	33. F
4. T	10. T	16. F	22. T	28. T	34. T
5. F	11. T	17. T	23. F	29. F	35. T
6. F	12. T	18. F	24. F	30. T	36. T

Reading Test IV: Sohrab and Rustum.--

1. F	6. T	11. T	16. F	21. T	26. T
2. F	7. T	12. T	17. T	22. F	27. F
3. T	8. F	13. T	18. F	23. F	28. T
4. F	9. F	14. T	19. T	24. T	
5. F	10. F	15. T	20. T	25. T	

Reading Test I: Gay-Neck.--

1. F	6. T	11. T	16. T	21. F
2. T	7. F	12. F	17. F	22. T
3. F	8. T	13. F	18. T	23. T
4. T	9. T	14. T	19. F	24. F
5. T	10. F	15. F	20. F	25. T

Reading Test II: The Elephant Remembers.--

1. F	7. F	13. F	19. F	25. F	31. F
2. T	8. F	14. T	20. T	26. F	32. F
3. F	9. T	15. F	21. F	27. T	
4. F	10. F	16. T	22. F	28. T	
5. F	11. T	17. T	23. F	29. T	
6. T	12. F	18. T	24. T	30. T	

Reading Test III: Back to Treasure Island.--

1. F	7. F	13. F	19. F	25. F	31. F
2. T	8. T	14. F	20. T	26. T	32. F
3. F	9. T	15. F	21. T	27. F	33. F
4. T	10. T	16. F	22. T	28. T	34. T
5. T	11. T	17. T	23. F	29. F	35. T
6. F	12. T	18. F	24. F	30. T	36. T

Reading Test IV: Hobbit and Ratsum.--

1. F	6. T	11. T	16. F	21. F	26. T
2. F	7. T	12. T	17. T	22. F	27. F
3. F	8. F	13. T	18. F	23. F	28. T
4. F	9. F	14. T	19. T	24. T	
5. F	10. F	15. F	20. T	25. T	

### Reading Test V: Christmas at Mr. Wardle's.--

1. T	6. F	11. T	16. T	21. F	26. F
2. T	7. T	12. F	17. F	22. F	27. T
3. T	8. F	13. F	18. F	23. T	28. F
4. T	9. F	14. T	19. T	24. F	29. T
5. T	10. T	15. T	20. T	25. F	30. T

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Reading Test V: Christmas at Mr. Warble's.---

1. T	6. P	11. T	16. T	21. P	26. P
2. T	7. T	12. P	17. P	22. P	27. T
3. T	8. P	13. P	18. P	23. T	28. P
4. T	9. P	14. T	19. T	24. P	29. T
5. T	10. T	15. T	20. T	25. P	30. T

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